



*Reader-Manual for*  
**WE GROW UP**

BY

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*with the assistance of*

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*Reader-Manual for* WE GROW UP

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## Chapter I

### THE UNDERLYING PRINCIPLES OF THE SECOND-READER PERIOD

#### Theory and method

The theory and method underlying *The New Work-Books*, as explained in the *General Manual*, set up the following requirements:

1. Reading must be a happy experience.
2. Reading must be a broadening experience.
3. Reading must be an enriching experience.
4. Reading must stimulate growth and experience both in itself and in other activities, and must so guide experience as to make it definitely educative.
5. Reading skills and abilities must be developed in proper order in relation to each other so that the child will acquire the ability needed in each stage of his growth without confusion.

#### Materials of the Second-Year Program

A wide variety of materials has been provided for the child's use during the second grade. The basic and optional materials are as follows:

1. *We Grow Up*, The Second Reader.
2. The Preparatory Book to accompany the Second Reader *We Grow Up* (optional).
3. Alternate preparatory activities (for classes that are not equipped with Preparatory Books).
4. The Teacher's General Manual incorporating underlying theories and principles.
5. The Teacher's Specific Manual incorporating suggestions for procedures with basic equipment.

#### The Second-Year Program

After the child has completed the work of the first-year program he is ready to be introduced to the Second Reader *We Grow Up*. If possible each child should also have a copy of the

Preparatory Book which accompanies the Second Reader although the use of the Preparatory Book is optional.

Following *prescribed amounts* of work in the Preparatory Book or suggested alternate preparatory activities for classes without Preparatory Books, the child is equipped with the basic skills and the vocabulary required for reading successfully predetermined amounts in the Second Reader.

Customarily some ability in reading is lost between the end of the first year and the beginning of the second year. The commonly accepted cause of this apparent loss is the child's relative inactivity in the field of reading during the summer months. Often he is neither sufficiently interested nor sufficiently skillful to handle with ease the various children's books which may fall his way during the summer. This apparent loss in reading skill is usually rapidly overcome during the first weeks of the second year period.

Careful provision has been made in the Second Reader to revive the pupil's interest and ability in reading. The reading materials in the first thirty-three pages of the Second Reader are arranged with respect to phrase breaks, ease of content and ease of vocabulary to correspond with the material of the last unit of the First Reader. In this way it is possible for the child to come back into the "swing" of reading before being forced to conquer new reading techniques and skills.

### **Methods of developing certain fundamental skills**

During the early part of the second year the teacher should be constantly on the alert for complete or partial reversal errors on the part of the children, especially newcomers. She should watch carefully and determine whether each child has mastered the habit of orderly, consistent, left-to-right attack upon sentences and words. If the teacher finds that certain of the children have not as yet mastered the technique of attacking words and sentences in a consistent left-to-right direction, she should undertake promptly a program of instruction in this very important aspect of reading. Through the use of the demonstration of correct eye direction, games, advertising materials, writing, printing and typewriting, she will be able to correct faulty techniques of word attack. It is important that if there is difficulty in perceptual orientation, corrective work be

undertaken at once, otherwise the child will persist in his habits of indiscriminate word and sentence examination which will ultimately cause extreme difficulty in reading.

During the second year the work of word recognition introduced in the first year is continued and developed to the end that various necessary abilities in word recognition may be acquired for efficient and independent reading. Among the most important abilities are the following:

1. Ability to learn to read new words as they are introduced.
2. Ability to work out the full recognition and pronunciation of words which cannot be recognized instantly at sight during the reading.
3. Ability to recognize previously studied words with increasing ease, speed and accuracy during reading.

These essential skills must be developed with great care lest methods be introduced which will conflict with one another rather than help one another. The child must be given a variety of skills which harmonize with one another and which he learns to use independently.

During the work of the first year a carefully graded program of word analysis was introduced. In the second year further practice is provided for the types of activities in word analysis introduced in the first-year program. In the preparatory activities the phonograms, initial letters, etc. of the first year's work are reviewed and additional word elements are introduced.

The following phonetic elements, because of their frequent occurrence in the basic vocabulary for the second year and in common supplementary materials, have been suggested for the work of the second year. The phonograms are followed by the number of the Preparatory Book page on which they are introduced: ch' (6), fl (9), be (13), fr (28), ma (28), ot (28), ook (31), ight (31), it (31), kn (41), aw (60), ain (63), ew (63), ai (as in *mail*, 63), ell (79), and (79), sl (89), ound (89), air (100), sp (100), op (119), ack (119), in (123), ine (123), oo (as in *room*, 126), oo (as in *wool*, 126), bl (126).

The phonograms listed above are introduced at various points in the material for the year. The Daily Lesson Plans give suggestions for developing each phonogram, both with and without the Preparatory Book.

In the Daily Lesson Plans, as, for example, on page 7, are listed, under the heading "New Words," those words which are introduced on that page in the Preparatory Book, or which are to be developed in alternative preparatory activities for those classes in which the Preparatory Book is not supplied to all the pupils. Under the heading, "Familiar Elements, etc.," will be listed certain information which may be used in assisting the pupil to develop skill in word analysis. Phonetic elements introduced earlier in the course, when found in any word, are listed, separated by a dash. In some cases a small word contained in the new word is also listed. To distinguish the actual word from the phonogram, the former will be enclosed in parentheses. No such small words are listed except those which have been previously introduced in this course. In some instances, more or less similar words which have been previously introduced are also given in parentheses. These are words which it may be useful to compare with the new word. For example, in the Preparatory Book on page 5, the word *brush* appears and opposite it are listed the phonograms br—sh, both of which have been previously introduced. For the word *stand* the list gives st (and). *St* is a phonogram introduced in the first grade and *and* is a word introduced in the first grade. For the word *tried* is listed tr (cried); *tr* is a previously introduced phonogram and the word *cried* is an old word, suggested to compare with *tried*.

It should be clearly understood that these various familiar elements and words are listed merely to save the teacher from looking them up herself. The teacher is to use her own judgment concerning what use she shall make of these elements. The fact that they are listed does not mean that the teacher should always present them and certainly it is not intended that she should drill upon these similar words and familiar word elements. Her use of them will probably also vary with the needs and abilities of her pupils. By listing these elements the teacher is also informed concerning what clues to word recognition children are likely to be able to use. This is based on the assumption that they are more likely to discover and use in words the elements which have been previously developed. On some occasions the teacher may give the pupil a suggestion when he does not note the elements himself which will help to bring them out.

It may be assumed that at least some of the children will note the elements listed as they attempt to work out the recognition and meaning of the words from context in their exercises.



It is most strongly urged that the teacher should not present the words in isolation for analytic study before the pupils have worked out the Preparatory Book exercises which include them in context. The best procedure is for the pupil to take up the Preparatory Book exercises, and try to work out the recognition and meaning of the word by using the context and such clues as he is able to note. In later work, as for example, during or after, carrying out some of the enrichment or co-ordinating exercises, a teacher may find opportunities to draw attention to these elements and other word characteristics. This work should be done informally after the pupils have had previous experience with the words in the exercises. In this way, the teacher helps the pupil to further his analysis of the words during review activities. It is important that she should not conduct rigid drills on these word elements, on the one hand, or point them out to the pupil before he has had a chance to discover them himself, on the other hand.

The practice of listing the word elements is carried out during the second grade only, since it is during this period that rapid progress in word analysis and word recognition should be made. During this year the pupils will note many characteristics and elements in words other than those that are listed. This is because, as children grow in ability, they note by themselves many features of words that were not brought out in the course of instruction. Independence in discovering useful elements by themselves is a desirable achievement. The teacher should be sure to recognize the value of such growth and not discourage it by attempting to limit the pupil to noting those familiar elements which are listed. By the time the typical pupil has reached the end of the second grade, he will have acquired ability to note many word elements that were not directly taught. For this reason no effort is made to list previously introduced phonetic elements during the third-year program.

For further and more detailed discussion of the reading skills and abilities to be developed during the work of the second year the teacher is referred to Chapter II, which contains the Daily Lesson Plans for Unit I—"Animal Friends."

## Chapter II

### DAILY LESSON PLANS FOR UNIT I—"ANIMAL FRIENDS"

#### Topic

The three stories of the first unit tell of animals which are much loved by children.

The work of this unit comprises pages 1-48 of *We Grow Up* and pages 1-24 of the Preparatory Book which accompanies the Second Reader.

The sequence of lessons is as follows:

*Preparatory Book* pages 1-6 (or alternate preparatory activities)

*We Grow Up* pages 1-18

*Preparatory Book* pages 7-12 (or alternate preparatory activities)

*We Grow Up* pages 19-33

*Preparatory Book* pages 13-23 (or alternate preparatory activities)

*We Grow Up* pages 34-48

*Preparatory Book* page 24 comprises a comprehension test based on the stories in Unit I of *We Grow Up*.

It is vitally important that the Preparatory Book pages or the alternate preparatory activities precede the work in the Reader. The preparatory materials provide the child with the necessary vocabulary and reading skills for successful reading in predetermined amounts of the Reader.

#### Related activities

During the reading of this unit the children may engage in activities related to the text and particularly to the three kinds of animals which appear in the stories of the unit. Bulletin board displays of pictures of cats, dogs and ponies or horses may be prepared with pictures brought to school by the children and with descriptive texts suggested by the children.

A study of each of the animals portrayed on the bulletin board may be undertaken with particular emphasis upon the qualities of each as a pet and upon methods of care and feeding.

The children may make booklets of stories and pictures related to pets.

The children may tell other stories about animals. They may base these stories upon their own experiences or upon stories which they have read or heard. In connection with this work they should be urged to explore other books for information and stories to tell to the class.

The children may wish to dramatize or prepare a puppet show for one or more of the stories. Helpful suggestions for making a puppet show are given in Plimpton: *Your Workshop* (Macmillan).

In connection with "Dick and Tom — Two Ponies," the children will enjoy and appreciate the story more fully if arrangements can be made for them to visit a stable where they may see how horses are cared for and trained. At the same time the children may be interested in discovering what provisions are made for the care of animals in their community. The teacher may find it advisable to obtain information from the Society for the Prevention of Cruelty to Animals.

### Unit I — Part 1

#### A. PREPARATORY BOOK PAGES 1-6 (PREPARATION FOR PAGES 1-18 IN "WE GROW UP")

Page 1	New Words	Familiar Elements, etc.
	as	—
	auntie	—
	Bingo	ing (go)
	Charlie	ar
	yap	—

#### Minimum repetition

The following list does not indicate all the appearances of each word, but only the pages on which the first four appearances occur in the Preparatory Book and in *We Grow Up*:

- as: *Preparatory Book*, pages 1, 1, 6, 6.  
*We Grow Up*, pages 5, 5, 8, 27.

auntie: *Preparatory Book*, page 1, 1, 1, 1.

*We Grow Up*, pages 3, 9, 13, 13.

Bingo: *Preparatory Book*, page 1, 1, 1, 1.

*We Grow Up*, pages 3, 3, 4, 4.

Charlie: *Preparatory Book*, page 1, 1, 1, 1.

*We Grow Up*, pages 3, 3, 3, 4.

yap: *Preparatory Book*, page 1, 1, 1, 1.

*We Grow Up*, pages 4, 4, 4, 10.

If the children have not worked with the materials of *The New Work-Play Books* in the first year, the purposes and scope of these work-play materials should be explained to them. The children should have ample opportunity before beginning the work of the first page to look through the entire *Preparatory Book*.

Page 1 consists of an exercise which introduces certain words listed above and a co-ordinating exercise which provides further experience in recognizing the new words and their meaning as well as develops certain types of comprehension in reading. The teacher should note that the new words are listed at the bottom of the page. These words are listed here not for use in drills but merely to indicate to the teacher which words are new and are being developed on this page.

During the first stages of the work the following procedure may be used. Later less oral work will be needed. The children may examine the illustration and read silently the text below it. They may then discuss the picture and if the teacher finds it advisable may read the text aloud. The teacher should supply promptly any word that gives difficulty. In addition the teacher may, if she wishes, read the exercise orally for the children.

The children may then read silently the comprehension test found in the co-ordinating exercise on this page. The teacher may point out that the correct answer may be found in case of difficulty in the story itself, and should encourage the children to refer to the story whenever necessary. The teacher should keep in mind that this is a co-ordinating and enriching exercise and is not a test.

As the children follow the directions the teacher should assist them whenever necessary but should encourage them to do the actual reading themselves.

The completion of the work should be followed by rereading and checking or correction. This may be done immediately after the work is completed or at the beginning of the next reading period. This rereading and checking is important and should constitute a part of the Preparatory Book lesson.

### Alternate preparatory activities

If it is impossible to supply each child in the class with a copy of the Preparatory Book the teacher should have a copy of it and should consult it frequently in preparing the alternate preparatory activities suggested in the daily lesson plans. She should also read the lesson plan for each page in the Preparatory Book. It is assumed in the lesson plans that the teacher in classes without the Preparatory Book will carry out the suggestion for introducing new vocabulary and reading skills in approximately the same manner as is suggested to the teacher whose pupils have Preparatory Books. No special suggestions will be given for these phases of the work except in those cases where the adaptation of the materials of the Preparatory Book makes these suggestions impracticable.

In place of page 1 of the Preparatory Book the teacher may secure a picture of a boy and a woman. She may tell the children that the name of the boy is Charlie. The woman with him is his auntie. The teacher may print on the blackboard the text of page 1 of the Preparatory Book, modifying the directions so that the children will draw pictures of Charlie, auntie and Bingo.

Page 2

<i>New Words</i>	<i>Familiar Elements, etc.</i>
------------------	--------------------------------

bad	(sad)
chew	(flew)
room	—
rug	—
spots	—

### Minimum repetition

bad: *Preparatory Book*, pages 2, 2, 10, 23.

*We Grow Up*, pages 5, 5, 5, 6.

chew: *Preparatory Book*, pages 2, 2, 3, 6.

*We Grow Up*, page 6, 6, 6, 6.

room: *Preparatory Book*, pages 2, 2, 2, 4.

*We Grow Up*, pages 6, 7, 9, 25.

rug: *Preparatory Book*, page 2, 2, 2, 2.

*We Grow Up*, page 6, 6, 6, 6.

spots: *Preparatory Book*, pages 2, 2, 23, 23.

*We Grow Up*, page 4, 4, 4, 4.

The children may follow the directions on page 2 of the *Preparatory Book* for each exercise. The teacher should give any assistance that is needed and before the children begin the work should make sure that each child understands what he is to do. In the exercise on this page is presented a definite way of introducing new words. The children are to work out the new words from the context clues and accompanying pictures. The teacher should stress the value of reading each sentence attentively and carefully in attempting to work out the new words. She may also point out the value of a picture in illustrating the new words.

When the second exercise on this page has been completed the teacher should stress the value of finding familiar words or word elements in other words.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the exercises on *Preparatory Book* page 2, modifying the directions so that the children will draw pictures to illustrate the sentences.

The children may read the material of the second exercise and find the little word in each big word. Various children may go to the blackboard and indicate the little word in the big word. If the teacher prefers the children may write on their papers the little word which they find in each big word. The teacher should stress the value of finding familiar words or word elements in other words.



*New Words**Familiar Elements, etc.*

climb

cl

paws

—

say

ay

show

sh — ow

well

(tell)

## Minimum repetition

climb: *Preparatory Book*, page 3, 3, 3, 3.*We Grow Up*, page 7, 7, 7, 7.paws: *Preparatory Book*, pages 3, 3, 3, 23.*We Grow Up*, pages 8, 8, 11, 11.say: *Preparatory Book*, page 3, 3, 3, 3.*We Grow Up*, pages 8, 12, 18, 71.show: *Preparatory Book*, page 3, 3, 3, 3.*We Grow Up*, pages 7, 8, 10, 16.well: *Preparatory Book*, pages 3, 3, 3, 10.*We grow Up*, pages 7, 8, 26, 31.

The children may follow the directions for each exercise on page 3 of the *Preparatory Book*. If the teacher finds it advisable she may ask the children to read the material silently and then orally indicating the word which correctly completes the sentence.

When the children have completed the directions for the second exercise on page 3 of the *Preparatory Book*, the teacher may call to their attention the suffix *ed*. The suffix was introduced in the work of the first year. In the same manner she may review the suffixes *s* and *ing*.

### Re-use of Preparatory Book page 3

The children may reread the groups of paragraphs in the first exercise on page 3. They may draw pictures to illustrate the paragraphs. These pictures may be exhibited and the children may attempt to guess which paragraph has been illustrated.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the exercises on page 3 of the Preparatory Book. The children may read silently the material of the first exercise and decide which word correctly completes each sentence. When they have decided upon the correct word various children may go to the blackboard and draw a line under the correct completing word. If the teacher desires, the children may write on their papers the correct completing word.

With respect to the second exercise found on page 3 of the Preparatory Book the children may read each word and add the suffix required, writing the new word on their papers. When this work has been completed the teacher may review the familiar suffixes *ed*, *s* and *ing*.

#### Page 4

#### *New Words*

#### *Familiar Elements, etc.*

chair

—

flour

(our)

last

st

stood

st

tracks

tr (ack)

### Minimum repetition

chair: *Preparatory Book*, page 4, 4, 4, 4.

*We Grow Up*, pages 10, 10, 28, 28.

flour: *Preparatory Book*, pages 4, 9, 9, 23.

*We Grow Up*, pages 11, 11, 17, 17.

last: *Preparatory Book*, pages 4, 4, 18, 23.

*We Grow Up*, pages 10, 13, 16, 23.



stood: *Preparatory Book*, pages 4, 4, 10, 18.

*We Grow Up*, pages 11, 14, 108, 109.

tracks: *Preparatory Book*, pages 4, 4, 13, 13.

*We Grow Up*, pages 13, 13, 17, 58.

The children may follow the directions for each exercise found on page 4 of the *Preparatory Book*. Before the children attempt to work out the exercise the teacher should make sure that each child understands the technique involved in the exercise. This type of exercise will be familiar to those children who have worked with *The New Work-Play Books* in the first year. The teacher should gradually reduce the amount of direct supervision over the work. The children should be encouraged to proceed independently. However, the teacher should give any assistance that is needed in connection with the exercise. In connection with the exercises on *Preparatory Book* page 4 the teacher should stress the value of a picture in assisting the child to work out new words.

As the children progress with the work in the *Preparatory Book* and the alternate preparatory activities, the teacher will undoubtedly find that work in word analysis undertaken during the first year's program will assist the children in working out the new vocabulary. The teacher may stress familiar phonetic elements if she desires. However, detailed analytical work is recommended only where the exercise itself is of the type which demands careful analysis. At no time should the work in word analysis overshadow other aspects of reading. It is important that each of the skills be kept a part of a well-rounded reading ability.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the first exercise on page 4 of the *Preparatory Book*. She may then find or draw a simple picture to illustrate one sentence in each group. The children may read each group of sentences silently and find the sentence which correctly describes the picture. Various children may go to the blackboard and draw a line under the sentence which correctly describes the picture.

The teacher may print on the blackboard the text of the second exercise presented on page 4 of the Preparatory Book. The teacher may also find or draw simple pictures to illustrate each sentence and one completing word. The children may read each sentence silently and select the correct completing word.

# Page 5

## *New Words*

brush  
heard  
poor  
stand  
tried

## *Familiar Elements, etc.*

br — sh  
—  
—  
st (and)  
tr (cried)

## Minimum repetition

brush: *Preparatory Book*, pages 5, 5, 5, 7.

*We Grow Up*, pages 17, 17, 17, 44.

heard: *Preparatory Book*, pages 5, 5, 10, 23.

*We Grow Up*, pages 13, 13, 35, 36.

poor: *Preparatory Book*, pages 5, 5, 18, 23.

*We Grow Up*, pages 12, 12, 24, 97.

stand: *Preparatory Book*, pages 5, 5, 6, 12.

*We Grow Up*, pages 18, 20, 46, 46.

tried: *Preparatory Book*, page 5, 5, 5, 5.

*We Grow Up*, pages 15, 18, 18, 100.

The children may read the story in the introductory exercise on page 5 of the Preparatory Book. When the material has been read silently the teacher may if she wishes ask various children to read it orally. If any child has difficulty working out a new word the teacher should give him prompt assistance.

When the children have read the material in the introductory exercise silently they may follow the directions for the co-ordinating exercise on page 5. The teacher should encourage the children to refer to the story if there is any question in their minds as to the correct answer.

When this work has been completed the teacher may review at this time the familiar phonograms and initial letters *b, tr, st, h*.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 5 of the Preparatory Book. The children may read the material silently, working out the new words from the context. If any child has difficulty with the words, the teacher should give him prompt assistance.

When the children have read the story silently the teacher may print on the blackboard the text of the co-ordinating exercise found on page 5 of the Preparatory Book. The children may read each sentence silently and select the correct completing word. Various children may go to the blackboard and draw a line under the word which completes the sentence correctly.

When the work has been completed the children may draw pictures illustrating various parts of the story. The teacher may review the phonograms and initial letters *b, tr, st, h*.

Page 6

### New Words

pages  
read

### Minimum repetition

\* pages: *Preparatory Book*, pages 6, 6, 12, 23.

† read: *Preparatory Book*, page 6, 6, 6, 6.

\* The word *pages* is a "technical" word, that is a word whose meaning must be understood by the children in order to follow the directions outlined in the Preparatory Book.

† The word *read* is a "technical" word, in that the child must be able to read and understand it in order to follow the directions outlined in the Preparatory Book.

The children may read the introductory exercise presented on page 6, working out the new words as they read. If any child needs assistance, the teacher should give it promptly.

When this work has been completed the children may follow the directions and find the familiar phonograms *an* and *er* in the various words presented.

The children may then follow the directions in the co-ordinating exercise on Preparatory Book page 6. When the children have read each sentence silently and selected the correct completing word the teacher may present the phonogram *ch* and review the phonogram *ay*. The teacher should note that in all phonetic work familiar words are used, and in the case of new phonograms these phonograms are presented after the child has read the material in context. It is extremely important that phonograms be introduced in this way rather than in isolation since the value of word analysis lies in its application to the actual reading situation. The primary function of the work in word analysis should be to draw the child's attention to the features of words which are most helpful in word recognition. He should learn to find and to use the elements which will help him to recognize and pronounce the word as a whole. Hence it is important that these word elements be seen not as isolated phonograms, but as parts of word-wholes. It is important also that the child have in mind the meaning of the words he is analyzing. If the teacher at any time suspects that the pupil has neglected the meaning and is dealing with a bare word-form, she should ask questions or use other methods of getting the meaning in mind. If this plan is followed, the pupil will gradually develop the abilities needed to enable him to become a skilled and intelligent reader.

When the work has been completed the teacher may ask the children to read the directions at the bottom of the page. She may tell them that the Preparatory Book will instruct them in their reading.

### Alternate preparatory activities

The teacher may print on the blackboard the introductory text presented on page 6 of the Preparatory Book. The children may read the material silently and follow the directions.

The teacher may also print on the blackboard the text of the co-ordinating exercises found on

page 6 of the Preparatory Book. The children may read the material silently and follow the directions. At this time the teacher may review the phonograms *an*, *er*, and *ay*. She may also introduce the phonogram *ch*.

#### B. "WE GROW UP," PAGES 1-18

When the children have completed the work of Preparatory Book pages 1-6, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 1-18 in *We Grow Up*.

The teacher should distribute the Reader and make the introduction of these books a pleasant event. She should allow ample opportunity for the children to examine the books, to look at the pictures, and to read the title on the cover and on the title page. They should also glance through the table of contents and the teacher may explain the purpose and meaning of the table of contents.

##### Page 1

After the children have examined the books carefully, the teacher should ask them to turn to page 1. The children should read the chapter title and examine the picture. The purpose of the chapter title may be explained to the children.

##### Pages 2-18

The teacher may tell the children that the first story in the book is about their friend Charlie and Bingo. The children should recall that they have read about Charlie and Bingo in the Preparatory Book. The children may read the title of the story. They may then continue with the silent reading.

As no new words appear in the Reader, for they have been introduced both in the Preparatory Book and in the alternate preparatory activities for classes not supplied with Preparatory Books, the stories in *We Grow Up* offer no vocabulary difficulties. From the outset the reading should be built for understanding and enjoyment of content. The children should be allowed to read silently without interruption and in their own way. The teacher should, however, be ready to

give assistance where needed, but she should not interfere with children who are reading successfully.

The material on pages 2-18 may be read in its entirety or, if the teacher finds it advisable, may be divided into logical parts, following the divisions of the story.

After the material has been read silently the children may tell about the story, discussing it and rereading part or all of it orally. The teacher should create adequate opportunity for oral reading. It is important that the children should learn to enter with ease and enjoyment into an oral activity.

When the material has been read silently and has been discussed, the teacher may ask the following questions:

1. Who is Charlie's pet?
2. How did Bingo look?
3. When were Topsy and Bingo bad?
4. What did Bingo like to do best of all?
5. What could Topsy do that Bingo could not do so well?
6. What generally happened when Bingo tried to climb?
7. What could Bingo do that Topsy could not do?

### **Enrichment activities**

The children may discuss their own pet dogs and cats, They may tell of mischievous episodes concerning these pets. They may draw pictures to illustrate these stories.

The children may retell the story of Puppy Bingo.

Each child may select what is in his opinion the funniest part of the story and prepare to read it orally. (The teacher may find it inadvisable to ask shy or timid children to read the material orally before the entire group. In this event it is more advisable for the children to read only to the teacher or to one or two of their friends. It is important that the teacher avoid any tension or embarrassment.)

The children may make a moving picture of the story or plan to dramatize it.



## Unit I — Part 2

## A. PREPARATORY BOOK PAGES 7-12 (PREPARATION FOR PAGES 19-33 IN "WE GROW UP")

Page 7

<i>New Words</i>	<i>Familiar Elements, etc.</i>
country	tr — v
fence	en
Jean	—
Jupie	—
talk	—

## Minimum repetition

country: *Preparatory Book*, pages 7, 7, 8, 10.*We Grow Up*, pages 19, 23, 33, 197.fence: *Preparatory Book*, page 7, 7, 7, 7.*We Grow Up*, pages 21, 22, 24, 25.Jean: *Preparatory Book*, pages 7, 7, 7, 8.*We Grow Up*, pages 19, 23, 23, 24.Jupie: *Preparatory Book*, pages 7, 7, 7, 11.*We Grow Up*, page 19, 19, 19, 19.talk: *Preparatory Book*, page 7, 7, 7, 7.*We Grow Up*, pages 20, 21, 35, 63.

The children may read the material of the introductory exercise presented on page 7 and follow the directions. The teacher will of course tell the children the names *Jean* and *Jupie*.

When the work has been completed the teacher may call attention to the similarity of the initial sounds of *Jean* and *Jupie*.

### Alternate preparatory activities

The teacher may print on the blackboard the introductory exercise presented on page 7 of the Preparatory Book, modifying the directions so that the children will draw the necessary pictures.

When this work has been completed the teacher may print the following text on the blackboard:

Draw a picture of the country.

Put a fence in the picture.

Draw a cow near the fence.

A boy is climbing over the fence.

Another boy comes to the fence.

He is talking to the first boy.

Draw the two boys in the picture.

### Page 8

<i>New Words</i>	<i>Familiar Elements, etc.</i>
ask	(compare with <i>asked</i> )
ocean	—
road	—
storm	st
walk	(compare with <i>walking</i> and <i>talk</i> )

### Minimum repetition

ask: *Preparatory Book*, pages 8, 8, 23, 33.

*We Grow Up*, pages 21, 21, 22, 22.

ocean: *Preparatory Book*, pages 8, 8, 8, 17.

*We Grow Up*, pages 23, 23, 23, 24.

road: *Preparatory Book*, page 8, 8, 8, 8.

*We Grow Up*, pages 21, 24, 37, 37.



storm: *Preparatory Book*, pages 8, 8, 8, 9.

*We Grow Up*, pages 23, 24, 84, 84.

walk: *Preparatory Book*, pages 8, 8, 8, 15.

*We Grow Up*, pages 22, 28, 38, 41.

The children may read the text and follow the directions. In view of the fact that this is a new type of exercise the teacher may find it advisable to explain carefully the technique involved in the exercise. If she finds it advisable, she may demonstrate with similar text printed on the blackboard how the material is to be marked.

When the children have completed the work of the introductory exercise they may read the directions for the co-ordinating exercise. When the drawings have been completed they may be exhibited and the children may guess which paragraph has been illustrated.

### **Re-use of Preparatory Book page 8**

The children may reread the material used in the introductory exercise on page 8 and cut out the parts of the story that tell about the squirrel and the rabbit. These parts may be pasted on sheets of paper and pictures may be made to illustrate the various parts.

### **Alternate preparatory activities**

The teacher may print on the blackboard the introductory exercise on page 8 of the *Preparatory Book*. The children may read the material silently and select the groups of sentences that tell about the squirrel and the rabbit. Various children may go to the blackboard and indicate which parts tell about the squirrel and the rabbit.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 8. The children may read the material silently and draw pictures. When the pictures have been completed they may be exhibited and the children may guess which paragraph has been illustrated.

When the work has been completed the children may reread the material of the introductory exercise and draw pictures to illustrate the story about the squirrel and the rabbit.

## Page 9

*New Words**Familiar Elements, etc.*

cook

(look)

each

—

keep

ee (peep)

name

(came)

stove

st

## Minimum repetition

cook: *Preparatory Book*, pages 9, 9, 23, 45.

*We Grow Up*, pages 26, 30, 88, 90.

each: *Preparatory Book*, page 9, 9, 9, 9.

*We Grow Up*, pages 25, 25, 40, 61.

keep: *Preparatory Book*, pages 9, 9, 9, 12.

*We Grow Up*, pages 24, 31, 41, 43.

name: *Preparatory Book*, page 9, 9, 9, 9.

*We Grow Up*, page 23, 23, 23, 23.

stove: *Preparatory Book*, pages 9, 9, 9, 11.

*We Grow Up*, pages 26, 27, 27, 28.

The children may read the introductory exercise on page 9. The teacher should assist any child who is having difficulty in working out the new words.

The children may read each sentence in the co-ordinating exercise and draw a line under the correct completing word. When this work has been completed, the teacher may review the phonograms *st* and *ee* and she may present the phonogram *fl*.

## Alternate preparatory activities

The teacher may print on the blackboard the introductory text found on page 9 of the *Preparatory Book*. The children may read the material silently, working out the new words as they

read. They may select a good title for the story and may draw a picture to illustrate the story.

When this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercises on page 9. The children may read each sentence silently and select the word which correctly completes it. Various children may indicate their choice of completing words. When this work has been completed the teacher may review the familiar phonograms *st* and *ee* and she may introduce the phonogram *fl*.

#### Page 10

<i>New Words</i>	<i>Familiar Elements, etc.</i>
bowl	ow
cellar	ar
don't	—
mouse	(house)
sit	(it)

#### Minimum repetition

bowl: *Preparatory Book*, pages 10, 10, 10, 11.

*We Grow Up*, page 29, 29, 29, 29.

cellar: *Preparatory Book*, page 10, 10, 10, 10.

*We Grow Up*, pages 30, 31, 31, 88.

don't: *Preparatory Book*, page 10, 10, 10, 10.

*We Grow Up*, pages 79, 80, 91, 92.

mouse: *Preparatory Book*, page 10, 10, 10, 10.

*We Grow Up*, pages 30, 30, 89, 98.

sit: *Preparatory Book*, pages 10, 10, 12, 12.

*We Grow Up*, pages 28, 33, 39, 109.

The children may read the text of the introductory exercise, working out the new words as they read. The teacher may give such assistance as is needed.

When the work has been completed the children may draw a line under the phrase which correctly answers each question. The teacher should encourage the children to refer to the text when necessary.

### **Re-use of Preparatory Book page 10**

When the children have completed the work of this page they may reread the introductory text and draw pictures to illustrate the story.

### **Alternate preparatory activities**

The teacher may print on the blackboard the introductory exercise presented on page 10 of the Preparatory Book. The children may read the material silently, working out the new words as they read.

The teacher may then print on the blackboard the co-ordinating exercise found on page 10. The children may read each question and decide upon the correct answer. Various children may go to the blackboard and indicate the correct answers.

When the work has been completed the children may reread the introductory text and draw pictures to illustrate the story.

### **Enrichment activities**

The children may write a co-operative story, explaining in their story the answers to the following questions:

1. Why do mice dislike cats?
2. Why did this particular mouse decide that he did not like milk?
3. What things do mice particularly like?

Page 11

*New Words**Familiar Elements, etc.*

carrot	—
garden	ar — en
may	m — ay
potato	—
together	(to) er

**Minimum repetition**

carrot: *Preparatory Book*, pages 11, 11, 11, 18.

*We Grow Up*, pages 31, 31, 122, 122.

garden: *Preparatory Book*, page 11, 11, 11, 11.

*We Grow Up*, pages 31, 31, 118, 118.

may: *Preparatory Book*, pages 11, 11, 23, 111.

*We Grow Up*, pages 33, 35, 118, 123.

potato: *Preparatory Book*, pages 11, 11, 11, 22.

*We Grow Up*, pages 31, 31, 122, 122.

together: *Preparatory Book*, pages 11, 11, 21, 23.

*We Grow Up*, pages 33, 36, 39, 54.

The children may read the text of the introductory material found on page 11. They may then follow the directions.

When this work has been completed the children may examine each picture in the co-ordinating exercise on this page and draw a line around the word which correctly describes the picture.

**Alternate preparatory activities**

The teacher may print on the blackboard the text of the introductory exercise presented on page 11 in the *Preparatory Book*. She may find or draw a simple picture to illustrate the text.

The children may read the text silently and follow the directions. Various children may go to the blackboard and draw lines under the new words.

The teacher may print on the blackboard the pairs of words in the co-ordinating exercise on page 11 and illustrate one word of each pair with a simple drawing or picture. The children may look at each picture and find the word which correctly identifies it. If the teacher prefers she may work with small groups of children, who may look at her copy of the Preparatory Book. The children may examine each picture carefully and find the correct identifying word. They may then indicate which word they would mark for each picture.

Page 12

### *No New Words*

The exercises on this page stress the value of identifying familiar elements in words. If the teacher finds it advisable she may describe the technique involved in these exercises.

The teacher should note that all words involved in the exercises whether presented in the text or to be made by pairing two words are familiar words.

Throughout the work of the exercise the teacher should stress the value of finding familiar elements in words.

### **Alternate preparatory activities**

The teacher may print on the blackboard the list of words in each exercise. She may instruct the children to find two little words in each big word of the first group and to write these pairs of little words on their papers. In the second exercise she may ask them to find each pair of little words that will make a big word and to write the big words on their papers. She may ask them to examine the third group of words and to write on their papers each big word and the little word which assisted them in reading the big word.

### B. "WE GROW UP," PAGES 19-33

When the children have completed the work of Preparatory Book pages 7-12, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 19-33 in *We Grow Up*.

**Pages 19-24**

Teacher: Now we are going to begin a story about the little girl Jean and the cat Jupie. We have met Jean and Jupie in our Preparatory Book. The story begins on page 19 and the first part ends at the bottom of page 23. Look at page 19 and find the name of the story. What kind of cat was Jupie? Look at the picture and tell some of the things you think may happen in the story.

Now read this part of the story silently.

The children should read the material silently without interruption by the teacher. However, if any child has difficulty, the teacher should assist him promptly and should not permit him to remain "stalled" on a word or phrase. After the children have read the material silently, the teacher may ask the following questions:

1. Where did Jupie live?
2. Why didn't Jupie like to live alone in the winter?
3. Why did Jupie decide to ask the little girl to stay to lunch?
4. Why was Jean sad?
5. Why did Jupie think that it was nice to visit the country?
6. What did Jupie finally decide to do?
7. How do you think this story will end?

**Pages 25-33**

When the children have selected several possible conclusions they may read the rest of the story silently and compare their conclusions with the actual ending of the story.

When the children have completed the story the teacher may ask the following questions:

1. Read the sentences that tell about the number of rooms in Jupie's house. You will find these sentences on page 25.
2. Read the sentences that tell where Jupie slept. You will find these sentences on page 26.
3. Read the sentences that describe the kitchen in Jupie's house. You will find these sentences on pages 27 and 28.



4. Read the sentences that tell how Jupie prepared the lunch for himself and Jean. You will find these sentences on page 29.

5. Find the sentences that tell why Jupie had potatoes in the cellar. You will find these sentences on page 31.

6. Find the sentence that tells what other vegetables Jupie had in the cellar. You will find this sentence on page 31.

7. What other things did Jupie decide Jean could have to eat that winter? Where will you find the answer to this question?

### Enrichment activities

The children may find the parts of the story which they think are the funniest and may prepare to read these parts aloud to the rest of the class.

The children may find the sentences in the story which indicate that Jupie was a kind cat. They may read these sentences aloud and indicate why they chose these sentences.

The children may make up additional stories about Jean and Jupie. These stories may tell what happened when the squirrel came to see Jupie or what happened when Jean and Jupie went to get milk, etc.

The children may make a moving picture or a puppet play of the story.

### Unit I — Part 3

A. PREPARATORY BOOK PAGES 13-23 (PREPARATION FOR PAGES 34-48 IN "WE GROW UP")

Page 13

#### *New Words*

#### *Familiar Elements, etc.*

before

(be)

Frank

—

Harrison

—

ponies

—

trot

tr (spot)



### Minimum repetition

before: *Preparatory Book*, pages 13, 13, 13, 19.

*We Grow Up*, pages 35, 38, 44, 47.

Frank: *Preparatory Book*, pages 13, 13, 14, 14.

*We Grow Up*, page 35, 35, 35, 35.

Harrison: *Preparatory Book*, pages 13, 13, 13, 14.

*We Grow Up*, pages 36, 39, 39, 39.

ponies: *Preparatory Book*, page 13, 13, 13, 13.

*We Grow Up*, pages 34, 35, 37, 38.

trot: *Preparatory Book*, page 13, 13, 13, 13.

*We Grow Up*, page 35, 35, 35, 35.

Pages 13-23 of the *Preparatory Book* introduce the characters who will appear in the coming story of the Reader, "Dick and Tom — Two Ponies." As the children work with these pages of the *Preparatory Book* they will become interested in horses and cattle. The children should learn in a general way about horses and their care, and the teacher should discuss the various gaits of the horse, using such words as walk, trot, gallop, prance, etc. The building up of an adequate background of knowledge is important to the understanding and enjoyment of the story which the children are being prepared to read.

The children may read the material of the introductory exercise on page 13. The teacher should of course tell the children of the new words Frank and Harrison. When the work has been completed the children may follow the directions in the co-ordinating exercise on page 13. The teacher may present at this time the phonogram *be* and review *tr*.

### Alternate preparatory activities

The teacher may introduce the characters Frank and Mr. Harrison. She may then print on the blackboard the remaining text of the introductory exercise presented on page 13 of the *Preparatory Book*. She may draw or find simple pictures to illustrate one sentence in each group of

sentences. The children may read the groups of sentences and find the sentence which correctly describes the picture. Various children may go to the blackboard and draw a line under the correct sentences.

When this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercise on page 13. The children may read each sentence silently and select the correct completing word. Various children may go to the blackboard and draw a line under the word that correctly completes each sentence.

At this time the teacher may present the phonogram *be* and review *tr*.

#### Page 14

#### *New Words*

#### *Familiar Elements, etc.*

pranced

an — ed

run

(ran, fun)

tied

(cried)

tossed

ed

whinnied

ed

#### Minimum repetition

pranced: *Preparatory Book*, pages 14, 14, 15, 18.

*We Grow Up*, pages 37, 38, 39, 41.

run: *Preparatory Book*, pages 14, 14, 15, 17.

*We Grow Up*, pages 37, 37, 37, 48.

tied: *Preparatory Book*, pages 14, 14, 15, 16.

*We Grow Up*, pages 36, 39, 39, 203.

tossed: *Preparatory Book*, pages 14, 14, 15, 16.

*We Grow Up*, pages 37, 37, 42, 45.

whinnied: *Preparatory Book*, pages 14, 14, 15, 15.

*We Grow Up*, pages 36, 42, 44, 44.

The children may read the text of Preparatory Book page 14, working out the new words as they read. If any child has difficulty with the words, the teacher should assist him promptly.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the introductory material presented on page 14 in the Preparatory Book. The children may read the material silently and select the correct answer to the question. Various children may go to the blackboard and draw a line under the correct answer. The children may then draw a picture illustrating the correct answer.

### **Enrichment activities**

The children may make up other riddles. These riddles may be printed on oak tag or Manila paper. The children may then draw pictures to illustrate the correct answers. If the teacher wishes the riddle pages may be bound together to make a riddle book for the library table.

### **Page 15**

#### *No New Words*

Since the co-ordinating exercise on page 15 constitutes a test of recall of the work of the preceding Preparatory Book page, the children should read each question silently and select the correct answer. They may then draw a line under the correct answer. When the work has been completed the children should be encouraged to refer to the story on page 14 and check for themselves the accuracy of their answers.

The children may read the directions of the second co-ordinating exercise. They may read each small word and find another word that they are able to read because of the knowledge of the first word. During this work the teacher should stress the value of finding familiar elements or words in other words.

When the work has been completed the teacher may if she wishes review the suffixes *ing*, *ed* and *s*.

### **Alternate preparatory activities**

The teacher may print on the blackboard the first co-ordinating exercise found on page 15 of the Preparatory Book. The children may read each question and select the correct answer.

The teacher may then print on the blackboard the text of the second co-ordinating exercise on page 15. Various children may go to the blackboard and follow the directions. If the teacher prefers, however, each child may write on his paper the small word and the big word which he is able to read because of his knowledge of the small word.

Page 16

*New Words*

*Familiar Elements, etc.*

bridge

br

candy

an (and) y

money

y

stopped

st — ed

through

—

Minimum repetition

bridge: *Preparatory Book*, pages 16, 16, 22, 23.

*We Grow Up*, page 38, 38, 38, 38.

candy: *Preparatory Book*, pages 16, 16, 23, 41.

*We Grow Up*, pages 40, 40, 41, 41.

money: *Preparatory Book*, pages 16, 16, 23, 23.

*We Grow Up*, pages 40, 40, 105, 107.

stopped: *Preparatory Book*, pages 16, 16, 16, 23.

*We Grow Up*, pages 39, 41, 132, 150.

through: *Preparatory Book*, pages 16, 16, 16, 23.

*We Grow Up*, pages 38, 41, 62, 66.

The children may read each group of sentences and select the sentence which correctly describes the picture. When this work has been completed the sentences in each group may be read orally and the class may select the correct answer.

### Alternate preparatory activities

The teacher may print the following text on the blackboard:

It is built over a river.

Cars ride on it.

People walk on it.

It is a bridge.

Draw a picture of it.

Father works for it.

Mother can buy things with it.

It will buy food for you.

It is money.

Draw a picture of some of the foods

Mother buys.

It is good to eat.

It is sweet.

Boys and girls like it.

It is candy.

Draw a picture of some candy.

The horse walks along the country road.

As he went through the woods, he saw a snake. When the horse saw the snake, he stopped.

Draw a picture of the horse and the snake.

oats	—
pumped	ed (jumped)
started	st — ar — ed
thought	—
told	(old)

## Minimum repetition

oats: *Preparatory Book*, pages 17, 17, 17, 19.

*We Grow Up*, pages 42, 42, 43, 44.

pumped: *Preparatory Book*, pages 17, 17, 23, 33.

*We Grow Up*, pages 42, 48, 227, 227.

started: *Preparatory Book*, pages 17, 17, 23, 36.

*We Grow Up*, pages 41, 46, 48, 74.

thought: *Preparatory Book*, pages 17, 17, 23, 23.

*We Grow Up*, pages 39, 41, 43, 44.

told: *Preparatory Book*, pages 17, 17, 17, 23.

*We Grow Up*, pages 42, 46, 84, 86.

The work of this page may be preceded by a discussion of the care and feeding of farm horses. During the discussion the teacher may mention the fact that on some farms water for the horses is pumped from a well.

The children may read each group of sentences in the introductory exercise presented on page 17. They may then select the correct completing word for the last sentence in each group. The teacher should note that no new vocabulary occurs in the multiple choice.

When this work has been completed the children may read the text of the co-ordinating exercise on this page and draw a line under the correct completing word for each sentence. The children should be encouraged to consult the story when selecting their answers.

### Re-use of Preparatory Book page 17

The children may draw pictures for each part of the story. These pictures may be exhibited, and the children may attempt to guess which part of the story has been illustrated.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 17 of the Preparatory Book. The children may read the text and select the correct words.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 17. The children may read each sentence and select the correct completing word. If the teacher wishes, the children may write the correct words on their papers. In selecting the correct words the children should be encouraged to consult the story freely.

When the work has been completed the children may draw pictures to illustrate the parts of the text of the introductory exercise.

### Page 18

<i>New Words</i>	<i>Familiar Elements, etc.</i>
same	
sound	(came)

### Minimum repetition

same: *Preparatory Book*, pages 18, 18, 23, 23.

*We Grow Up*, pages 102, 107, 133, 158.

\*sound: *Preparatory Book*, page 18, 18, 18, 18.

The children may read the material of the introductory exercise on page 18, working out the new words as they read.

\* The word *sound* is a "technical" word in that the child's knowledge of the word is essential to the work of the Preparatory Book.



When the children have completed the work of the first co-ordinating exercise the teacher may review the familiar phonograms *ee*, *ch*, and *ing*.

As the second co-ordinating exercise requires a new technique the teacher may find it advisable to supervise the children's work on the first part of this exercise.

### Re-use of Preparatory Book page 18

The children may reread the sentences which they have selected in answer to the questions in the co-ordinating exercise on page 18. They may draw pictures to illustrate these sentences. The pictures may be exhibited and the children may guess which sentence each picture illustrates.

### Alternate preparatory activities

The teacher may print on the blackboard the introductory exercise presented on page 18 of the Preparatory Book. The children may read the material silently and various children may go to the blackboard and draw lines under the new words.

The teacher may print on the blackboard the text of the co-ordinating exercises on page 18 of the Preparatory Book. When the work of the first co-ordinating exercise has been completed, the teacher may review the familiar phonograms *ee*, *ch*, and *ing*.

In view of the fact that the technique involved in the second co-ordinating exercise is not familiar to the children, the teacher may find it advisable to supervise the work on the first part of the exercise. The children may read the material silently and with her assistance select the correct sentences. One child may go to the blackboard and draw a line under the sentence which he thinks correctly answers the question. His answer may be discussed by the class.

When the work has been completed the children may reread the sentences which they chose in answer to the questions in the second co-ordinating exercise. They may draw pictures to illustrate these sentences. The pictures may be exhibited and the children may guess which sentence each picture illustrates.

Page 19

*New Words**Familiar Elements, etc.*

breath	br
dark	(barked)
eaten	(eat) en
lantern	(jack-o'-lantern)
sun	s — un

**Minimum repetition**

breath: *Preparatory Book*, pages 19, 19, 23, 33.

*We Grow Up*, pages 38, 43, 45, 48.

dark: *Preparatory Book*, page 19, 19, 19, 19.

*We Grow Up*, pages 43, 44, 66, 72.

eaten: *Preparatory Book*, pages 19, 20, 21, 23.

*We Grow Up*, pages 44, 48, 74, 95.

lantern: *Preparatory Book*, pages 19, 19, 21, 22.

*We Grow Up*, pages 44, 44, 110, 110.

sun: *Preparatory Book*, page 19, 19, 19, 19.

*We Grow Up*, pages 43, 48, 131, 131.

The children may read the material in the introductory exercise on *Preparatory Book* page 19. Although the children are familiar with the technique involved in this exercise the teacher may, if she finds it advisable, assist them in working out the exercise.

When the children have completed the work of the co-ordinating exercise the teacher may review the familiar phonograms *ar* and *un*.

**Re-use of *Preparatory Book* page 19**

The children may reread the material in the introductory exercise on page 19. They may draw pictures to illustrate the two stories.

### Alternate preparatory activities

The teacher may print on the blackboard the introductory text presented on page 19 of the Preparatory Book. The children may read the material silently and select each group of stories that tells about the ponies. Various children may go to the blackboard and mark correctly the groups of stories which tell about the ponies. The same procedure may be followed with the groups of sentences which tell about the farmer.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 19. The children may read the material silently and select the word which correctly completes each sentence.

When the work has been completed the teacher may review the familiar phonograms *un* and *ar*. The children may reread the introductory material and draw pictures to illustrate the story.

### Page 20

#### *New Words*

frisky  
runners  
seat  
sleigh  
weather

#### *Familiar Elements, etc.*

y  
un — er  
(eat)  
—  
er (feather)

### Minimum repetition

frisky: *Preparatory Book*, pages 20, 20, 21, 22.

*We Grow Up*, pages 39, 45, 48, 88.

runners: *Preparatory Book*, pages 20, 20, 20, 21.

*We Grow Up*, pages 46, 46, 46, 47.

seat: *Preparatory Book*, pages 20, 20, 23, 36.

*We Grow Up*, pages 46, 47, 47, 47.

sleigh: *Preparatory Book*, page 20, 20, 20, 20.

*We Grow Up*, page 46, 46, 46, 46.

weather: *Preparatory Book*, pages 20, 20, 21, 23.

*We Grow Up*, pages 44, 45, 45, 66.

The children may read the text of the introductory exercise, working out the new words as they read.

The teacher may assist the children if they have difficulty with the new vocabulary. The teacher may if she wishes point out the similarity between the new word *runners* and the word *run*.

When this work has been completed the children may read the sentences in the co-ordinating exercise. They may draw a line under the word which correctly completes each sentence.

### Alternate preparatory activities

The teacher may print on the blackboard the text of *Preparatory Book* page 20. The children may read the text, working out the new words as they read. When this work has been completed the children may read each incomplete sentence in the co-ordinating exercise. They may select the correct completing word. The children may write the correct completing words on their papers or various children may go to the blackboard and indicate the correct word.

When the work has been completed pictures may be drawn to illustrate the story.

### Enrichment activities

The children may tell of fun that they have had in the wintertime. Co-operative stories may be made and if the teacher wishes these stories may be printed on large oak tag or Manila paper. The children may make drawings to illustrate the co-operative stories.

#### Page 21

#### *New Words*

belongs  
seen  
wind

#### *Familiar Elements, etc.*

be (long)  
(see)  
(window)

### Minimum repetition

belongs: *Preparatory Book*, page 21, 21, 21, 21.

*We Grow Up*, pages 60, 61, 71, 86.

seen: *Preparatory Book*, pages 21, 21, 21, 23.

*We Grow Up*, pages 47, 47, 76, 81.

wind: *Preparatory Book*, page 21, 21, 21, 21.

*We Grow Up*, pages 48, 48, 74, 78.

The children may read the material of the introductory exercise on page 51, working out the new words as they read.

The teacher may find it advisable to explain the technique involved in the co-ordinating exercise on page 21, since it requires a new type of technique. The children are to draw a line from each sentence beginning to the correct ending. It may be advisable for the children to work out the first group of sentences under the teacher's direct supervision.

### Re-use of Preparatory Book page 21

The children may select certain of the sentences which they have completed in the co-ordinating exercise on page 21. They may illustrate these sentences. The pictures may be exhibited and the children may attempt to guess which sentence is illustrated by each picture.

### Alternate preparatory activities

The teacher may print on the blackboard the introductory text presented on page 21 of the *Preparatory Book*. The children may read the material silently, working out the new words as they read. Various children may go to the blackboard and draw lines under the new words as they occur in the text.

The teacher may print on the blackboard the groups of sentences found in the co-ordinating exercise on page 21. The children may read each sentence beginning and find the correct sentence ending. Various children may go to the blackboard and draw lines from the sentence beginning to the correct sentence ending. The teacher may find it necessary to supervise and assist the

children in the first group of sentences in this exercise in view of the fact that the technique involved in the exercise is a new one for the children. When the work has been completed the children may select certain sentences which they have completed to illustrate. The drawings may be exhibited and the children may attempt to guess which sentence has been illustrated by each picture.

Page 22

### *No New Words*

Page 22 constitutes a test that measures the child's ability to read attentively and critically.

No re-use has been suggested of this page inasmuch as the teacher will undoubtedly wish to examine the results critically to the end that she may determine the progress that each child is making and prescribe any necessary remedial work.

### Alternate preparatory activities

The teacher may work with small groups of children. The children may look at the pairs of phrases and pictures on page 22 of the teacher's copy of the Preparatory Book. They may indicate which phrase correctly identifies each picture. The teacher may keep notes about any child's apparent difficulty. At a later time she may diagnose these difficulties and prescribe the correct remedial treatment.

Page 23

### *No New Words*

The teacher should note that the exercise on page 23 constitutes a vocabulary test. It measures the child's mastery of the vocabulary appearing in Unit I of *We Grow Up*. She should explain carefully the technique involved in the exercise and call the children's attention to the markings of the words in the first part, pairing additional groups of words on the blackboard and indicating how each pair of identical words is to be marked. When the teacher is sure that the children understand the technique involved they should be encouraged to work independently. Since this is a test, the teacher should not tell the child the correct answers nor should she indicate to him whether he has chosen the correct answers.



When the work has been completed the teacher should diagnose any difficulties which a child may have and should assist him to prescribe remedial treatment for himself.

### Alternate preparatory activities

The teacher may print on the blackboard the groups of words presented on page 23 of the Preparatory Book. Inasmuch as the teacher will wish an objective record of each child's progress, it is suggested that the words be numbered. The children may read each group of words and find the two identical words. They may write on their papers the numbers of the two identical words in each word group.

#### B. "WE GROW UP," PAGES 34-48

When the children have completed the work of Preparatory Book pages 13-23, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 34-48 in *We Grow Up*.

When the children have read the material in *We Grow Up* the teacher may administer the comprehension test based on Unit I and found on page 24 of the Preparatory Book.

#### Pages 34-42

This story is a realistic account of the experiences of two country boys and their playmates. Before the children begin to read the story there should be a discussion of farm life. During this discussion the teacher should bring out facts which will aid the children in understanding the story. She should discuss farm life of some years ago before the advent of the automobile, the radio, etc., and should point out the necessity for keeping on hand large quantities of supplies, the remoteness of stores and the time consumed in making trips to the village, the absence of telephones and of delivery service, the important part played in transportation by horses before the coming of the automobile, etc.

Teacher: We are going to read a story about life on the farm many years ago. The story will tell us about the adventures of two farm boys. These boys did not have automobiles. They had



two fine ponies. The first part of this story begins on page 34 and ends at the bottom of page 42. Let us read the first part of the story and find out about the adventures of these two boys.

When the children have read the material silently they may tell in their own words what has happened. Parts of the story should be read aloud to make clear certain phases of the retelling or to justify the facts presented in the retelling. The teacher should tell the children to find all the sentences they can which describe farm life as it was some years ago.

The teacher may ask the following questions:

1. Mother asked Father to go to the village to get some flour. What page tells you that?
2. The two boys said that they would ride Dick and Tom to the village. They knew that they would be able to ride the two ponies. What page tells you this?
3. How did Father say that the boys should bring the flour back? What page tells you the answer to this question?
4. What page describes how the boys rode on the ponies?
5. What page tells about a nice surprise?
6. What page tells you how the two boys knew that the ponies were hungry after their long trip?

#### Pages 43-48

The children may read the rest of the story silently and may then discuss the story. One group of children may plan to read the story aloud in its entirety.

The teacher may ask the following questions:

1. What sentence on page 43 do you think best describes how cold it was in winter on the farm?
2. What sentence on page 45 do you think best describes the country in the wintertime?
3. Tell how Father and the two boys made the sleigh.
4. Find a good description of the river in the wintertime. You will find it on page 48.
5. Point out what things ponies like to eat.

### Enrichment activities

The children may find out about the different ways in which horses and ponies carry loads. The children may collect pictures showing how horses carry burdens.

The children may reread the story and from it formulate special rules for the care of a pony.

The children may describe life on a farm today with the modern tractor, automobile, etc. and may compare farm life of today with that portrayed in the story.

### BOOKS FOR THE LIBRARY TABLE

#### Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Dearborn.	<i>Kitten-Kat.</i>	Macmillan.
Flack	<i>Angus and the Cat.</i>	Doubleday.
Flack.	<i>Wag-Tail Bess.</i>	Doubleday.
Gates, Baker, Peardon.	<i>Story Book of Nick and Dick.</i>	Macmillan.
Huber.	<i>Cinder, the Cat.</i>	American Book.
La Rue.	<i>In Animal Land.</i>	Macmillan.
Sewell.	<i>Ming and Mehitable.</i>	Macmillan.
Sickels.	<i>Pet Parade.</i>	Scribner.

#### Other books to read

Anderson.	<i>Billy and Blaze.</i>	Macmillan.
Brown.	<i>Piper's Pony.</i>	Scribner.
Bryan.	<i>Bobby Wanted a Pony.</i>	Dodd.
Coatsworth.	<i>Cat and the Captain.</i>	Macmillan.
Dussauze.	<i>Little Jack Rabbit.</i>	Macmillan.
Field.	<i>Little Dog Toby.</i>	Macmillan.

Grigs.  
 Hill and Maxwell.  
 Lattimore.  
 McCoy.  
 McCoy.  
 Newberry.  
 Newberry.  
 Sayers.  
 Tippet.  
 Van Doren.  
 Van Doren.  
 Wheeler.

*The Yellow Cat.*  
*Charlie and His Kitten Topsy.*  
*The Clever Cat.*  
*Jupie Follows His Tale.*  
*Jupie and the Wise Old Owl.*  
*Babette.*  
*Mittens.*  
*Mr. Tidy Paws.*  
*Shadow and the Stocking.*  
*Dick and Tom.*  
*Dick and Tom in Town.*  
*Jemmie, the Kitten from Maine.*

Oxford.  
 Macmillan.  
 Harcourt.  
 Macmillan.  
 Macmillan.  
 Harpers.  
 Harpers.  
 Viking.  
 Harper.  
 Macmillan.  
 Macmillan.  
 Smith & Haas.

### Poems to be read to the children

"Cat," by Baruch, from *Sung Under the Silver Umbrella* (Macmillan).  
 "Horses of the Sea," from *Ring-A-Round* by Harrington (Macmillan).  
 "I Love Little Pussy," from *Ring-A-Round* by Harrington (Macmillan).  
 "My Pets," from *Ring-A-Round* by Harrington (Macmillan).  
 "The Hairy Dog," by Asquith, from *Sung Under the Silver Umbrella* (Macmillan).  
 "The Mysterious Cat," from *Ring-A-Round* by Harrington (Macmillan).

### Suitable games

Bancroft.

*Games* (Cat and Mice). Macmillan.  
*Games* (Cat and Rat).  
*Games* (Puss in a Corner).  
*Games* (Puss in the Circle).  
*Games* (Watchdog).

**Recommended films**

Animals in Modern Life.

Animals of the Zoo.

Farm Animals.

Gray Squirrel.

Our Four Footed Helpers.

Robin Red Breast.

The Adventures of Bunny Rabbit.

The Farm

The Raccoon.

Three Little Kittens.

Erpi Classroom Films, Inc.

Erpi Classroom Films, Inc.

Erpi Classroom Films, Inc.

Erpi Classroom Films, Inc.

Pathe Educational Films.

Erpi Classroom Films, Inc.

Erpi Classroom Films, Inc.

Eastman Classroom Films.

Eastman Classroom Films.

Erpi Classroom Films, Inc.

## Chapter III

### DAILY LESSON PLANS FOR UNIT II—"WORK TO DO"

#### Topic

The materials of the second unit continue the work presented in the First Reader with respect to the common professions and modes of earning a living. In the First Reader the workers discussed were those highly familiar to children. In the Second Reader the child goes further afield in studying the workers of the community. The Second Reader material deals with the kinds of adult work which are highly interesting to children because of the colorful nature and dramatic quality of the work. The story tells the work of the men who build skyscrapers, the mail clerk on the railroad train, the airplane pilot, and the keeper of the lighthouse. The story has besides high narrative interest considerable quantities of information bearing upon the social sciences.

The work of the second unit comprises pages 49-86 of *We Grow Up* and pages 25-48 of the Preparatory Book which accompanies the Second Reader.

The sequence of lessons is as follows:

*Preparatory Book* pages 25-28 (or alternate preparatory activities)

*We Grow Up* pages 49-56

*Preparatory Book* pages 29-32 (or alternate preparatory activities)

*We Grow Up* pages 57-61

*Preparatory Book* pages 33-39 (or alternate preparatory activities)

*We Grow Up* pages 62-72

*Preparatory Book* pages 40-47 (or alternate preparatory activities)

*We Grow Up* pages 73-86

*Preparatory Book* page 48 comprises a comprehension test based on the stories in Unit II of *We Grow Up*.

### Related activities

The interest and activity of the children will center around each of the kinds of work described in the story. Suggestions for related activities will be found in the lesson plans before and after each section of the unit. Additional activities and suggestions are as follows:

In connection with the story of the skyscraper and the corresponding preparatory material the children should if possible have an opportunity to see the construction of a steel and concrete building. However, if such a visit cannot be made, the pupils will enjoy reading Lent, *Diggers and Builders* (Macmillan) or hearing portions of the book read by the teacher.

If one of the children has a building block set he may bring it to school and the class may plan to build a skyscraper.

If it is impossible for the children to watch a steel building frame erected it will be of value to them to watch the building of a house or other building. The reading of the story about the skyscraper and the discussion of the story should lead to an exploration of other kinds of building and construction work, such as the building of roads, the laying of water mains, the building of a bridge or subway. Oral reports may be given to the group by members who are especially interested in some of these related types of building. Children who make the reports should be encouraged and assisted in assembling pictures and other illustrative material to increase the value of their reports. The mere assembling of the materials and the evaluation of them are in themselves valuable educative processes.

With respect to the material about the railway mail clerk the teacher will find that this story provides an introduction to a more extended study of the mails than that undertaken in the first year. Visits to the post office and if possible to a railway mail car should be made. The airport may be visited to secure further information about the handling and loading of air mail and to learn more details relative to aviation as a background to the story about the air pilot.

When the children read the story about the airplane pilot they may write to one of the air lines for advertising material. From these materials they may find out the common routes and landing fields.

The children should also find out, if they are interested, methods of signalling pilots, how the radio assists pilots, what the two-way radio is, what the beam is, etc.

Since the story about the lighthouse keeper relates to the sea coast, first-hand experiences in connection with it will not be feasible in many parts of the country. When first-hand experiences cannot be obtained every effort should be made to enrich the pupils' background by means of pictures, books, etc. The pupils will enjoy hearing stories of the bravery of lighthouse keepers and of the Coast Guard. The teacher should make it clear to those children who have not been able to obtain first-hand experience, that books often serve as a substitute for actual trips and experiences.

The reading of this unit may well lead to a study of other common occupations, and those children who demonstrate an interest should be encouraged to read and study widely.

The work of the second unit might culminate in an assembly program depicting various kinds of work or workers. Each worker as played by one of the children may give a brief sketch of his kind of work, may describe the tools or equipment necessary for this kind of work, and tell of the ways in which he contributes to the welfare and the happiness of the community. If adult workers could come to the school and tell of their work, the value of the program would be materially enhanced, and a worthwhile community relationship would be established or strengthened. Throughout the work of the unit the interdependence and interrelationship of people should be stressed by the teacher.

### *Unit II — Part 1*

A. PREPARATORY BOOK PAGES 25-28 (PREPARATION FOR PAGES 49-56 IN "WE GROW UP")

Page 25

*New Words*

*Familiar Elements, etc.*

dig

(big)

dirt

—

shovel

sh

steam

st

trucks

tr



### Minimum repetition

dig: *Preparatory Book*, page 25, 25, 25, 25.

*We Grow Up*, page 51, 51, 51, 51.

dirt: *Preparatory Book*, pages 25, 25, 25, 27.

*We Grow Up*, pages 51, 51, 51, 52.

shovel: *Preparatory Book*, page 25, 25, 25, 25.

*We Grow Up*, pages 50, 50, 51, 51.

steam: *Preparatory Book*, page 25, 25, 25, 25.

*We Grow Up*, pages 50, 50, 51, 51.

trucks: *Preparatory Book*, page 25, 25, 25, 25.

*We Grow Up*, page 52, 52, 52, 52.

Before beginning to read pages 25-28 of the *Preparatory Book* the children should if possible be taken to see a large building under construction. If such a visit is possible, the teacher should direct the children's attention to the building materials which are involved in the text of the *Preparatory Book* and the corresponding story of the *Reader*. If such a visit is not possible, pictures of building construction should be shown. The operations should be explained and the children encouraged to relate their observations of builders at work. This background of meaning and experiences is essential to a full understanding of the story.

When the children fully understand the processes of construction they may undertake the work on page 25 of the *Preparatory Book*. They may read the introductory material silently, working out the new words from the context.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercises presented on page 25 of the *Preparatory Book*, omitting the directions. She may modify the directions to read as follows:

Draw a truck.  
 Color the truck.  
 Put a load of dirt in the truck.  
 Draw a steam shovel.  
 Color the steam shovel.

Page 26

<i>New Words</i>	<i>Familiar Elements, etc.</i>
beam	be
machine	—
red-hot	(red)
rivets	et
steel	st — ee

#### Minimum repetition

beam: *Preparatory Book*, page 26, 26, 26, 26.

*We Grow Up*, pages 53, 53, 53, 54.

machine: *Preparatory Book*, page 26, 26, 26, 26.

*We Grow Up*, 51, 53, 53, 55.

red-hot: *Preparatory Book*, pages 26, 26, 27, 47.

*We Grow Up*, page 54, 54, 54, 54.

rivets: *Preparatory Book*, pages 26, 26, 26, 27.

*We Grow Up*, page 54, 54, 54, 54.

steel: *Preparatory Book*, page 26, 26, 26, 26.

*We Grow Up*, pages 53, 53, 53, 54.

The children may follow the directions given in the introductory exercise and in the coordinating exercise presented on page 26 of the *Preparatory Book*.

### Alternate preparatory activities

The teacher should if possible secure from a catalog of machinery pictures of steel beams, a machine used in building, and rivets. She should explain the use of each of these pieces of equipment. She may then print on the blackboard the following story:

Steel beams are used to make buildings.  
 Find the steel beams in the picture.  
 Machines are used for making buildings,  
 too.  
 Find a machine that is used for  
 building.  
 Rivets hold steel beams together.  
 Rivets must be red-hot before they  
 can be used.  
 Draw some rivets.  
 Draw some beams.  
 Draw a machine that is used in building.

If it is not possible for the teacher to obtain the pictures described above, she may discuss the building of skyscrapers with the children, and may then print on the blackboard the story given above.

Page 27

<i>New Words</i>	<i>Familiar Elements, etc.</i>
concrete	—
goes	—
heavy	y
hot	(trot)
throws	ow

### Minimum repetition

concrete: *Preparatory Book*, pages 27, 27, 27, 27.

*We Grow Up*, pages 55, 55, 55, 55.

goes: *Preparatory Book*, pages 27, 27, 27, 31.

*We Grow Up*, pages 55, 56, 61, 61.

heavy: *Preparatory Book*, pages 27, 27, 32, 33.

*We Grow Up*, pages 52, 53, 66, 76.

hot: *Preparatory Book*, pages 27, 27, 27, 28.

*We Grow Up*, pages 123, 174, 174, 175.

throws: *Preparatory Book*, pages 27, 27, 27, 30.

*We Grow Up*, pages 54, 54, 54, 58.

The children may read the introductory material presented on page 27, working out the new words from the context.

When this work has been completed the children may follow the directions in the co-ordinating exercise on page 27.

### Re-use of Preparatory Book page 27

The children may reread the introductory text found on page 27. They may select various paragraphs to illustrate. The drawings may be exhibited and the children may guess which paragraph is illustrated by each picture.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 27 of the *Preparatory Book*. The children may read the material silently and various children may go to the blackboard to follow the directions given in the text.

When this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercise found on page 27 of the *Preparatory Book*. The children may read each group of sentences silently and select the word which correctly completes the sentence. If the

teacher wishes, the children may write the correct words on their papers or various children may go to the blackboard and indicate the correct words.

### **Enrichment activities**

If the children wish they may make up additional riddles, particularly about building work. These riddles may be added to the class riddle book.

Page 28

### *No New Words*

The children may follow the instructions in the review exercises found on page 28 of the Preparatory Book.

When the work of the first review exercise has been completed, the teacher may introduce the phonograms *fr*, *ma*, *ot*.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the first review exercises found on page 28 of the Preparatory Book. When the children have read each sentence and selected the correct completing word, the teacher may present the phonograms *fr*, *ma*, *ot*.

The teacher may print the following directions on the blackboard:

Draw a picture of some men building a tall office building. Show a truck in the picture. The truck is full of dirt.

Make the truck red.

Draw a steam shovel in the picture.

Make the steam shovel black.

Show the steel beams of the building.

### **B. "WE GROW UP," PAGES 49-56**

When the children have completed the work of Preparatory Book pages 25-28, or the cor-

responding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 49–56 in *We Grow Up*.

#### Page 49

The teacher should encourage the children to examine the picture on page 49 and read the title. They should discuss what they think the chapter will be about and should discuss the scene portrayed in the picture.

#### Pages 50–56

Teacher: The first story in this chapter tells us how a tall building is made. Look at this story. It begins on page 50. The story ends on page 56. Let us read this story silently and find out how a building is made. Watch the pictures as you read. The pictures will help you find out how the building is made.

The children should be allowed to read the material silently, without interruption from the teacher, although the teacher should promptly assist any child who is having difficulty with the reading.

When the children have read the material silently the teacher may ask the following questions:

1. Which machine goes to work first in the building of a skyscraper?
2. Why is the digging done by a steam shovel rather than by men with shovels?
3. What happens to the dirt which is dug up by the steam shovel?
4. How is the dirt put into the trucks?
5. Why are the steel beams taken from the truck by a machine?
6. Why are rivets used in building skyscrapers?
7. Are rivets necessarily used in the building of a house?
8. How do the riveters work?
9. When is the concrete put on the building?
10. What other things must be done to the building before it is finished?

Charlie cried, "Bingo! Stop running!  
Come here!"

Draw a picture of Bingo and Charlie.

The mail train is standing at the  
station of the village. Men are taking  
the bags of mail and packages from the  
mail car.

Draw a picture of the train.

The children may read the text and follow the directions, working out the new words as they read. If any child has difficulty with a new word, the teacher should assist him promptly.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 29 of the Preparatory Book, omitting the directions. She may substitute the following direction:

Draw a picture for this story.

The children may read the material silently and follow direction.

Page 30

*New Words*

*Familiar Elements, etc.*

arms

ar

flies

fl

hook

(cook)

pole

(hole)

reach

ch (each)

Minimum repetition

arms: *Preparatory Book*, pages 30, 30, 33, 47.

*We Grow Up*, pages 59, 59, 59, 60.

flies: *Preparatory Book*, pages 30, 30, 31, 33.

*We Grow Up*, pages 60, 62, 63, 69.



hook: *Preparatory Book*, pages 30, 30, 31, 31.

*We Grow Up*, pages 60, 60, 60, 102.

pole: *Preparatory Book*, pages 30, 30, 33, 47.

*We Grow Up*, pages 59, 59, 127, 214.

reach: *Preparatory Book*, pages 30, 30, 35, 38.

*We Grow Up*, pages 59, 64, 97, 104.

The children may read the material of the introductory exercise presented on page 30, working out the new words as they read. If the teacher finds it advisable, she may explain the technique involved in this exercise.

When this work has been completed the children may follow the directions in the co-ordinating exercise on page 30. During the work of the co-ordinating exercise on page 30 the teacher should stress the value of finding familiar word elements in other words and of comparing words.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 30 of the *Preparatory Book*. The children may read the material silently, working out the new words as they read. When the children have read the material silently, various children may go to the blackboard and follow the directions.

When this work has been completed, the teacher may print on the blackboard the text of the co-ordinating exercise found on page 30, omitting the directions. The children may read the words silently and write on their papers each pair of words which has the same final sound.

Page 31

*New Words*

*Familiar Elements, etc.*

Jack

(back)

light

ight

pilot

—

roars

—

taken

ake (take)

### Minimum repetition

Jack: *Preparatory Book*, pages 31, 31, 32, 47.

*We Grow Up*, pages 62, 62, 63, 63.

light: *Preparatory Book*, pages 31, 31, 31, 33.

*We Grow Up*, pages 62, 63, 63, 64.

pilot: *Preparatory Book*, pages 31, 33, 33, 35.

*We Grow Up*, pages 62, 62, 63, 66.

roars: *Preparatory Book*, pages 31, 31, 32, 32.

*We Grow Up*, pages 58, 62, 72, 75.

taken: *Preparatory Book*, pages 31, 31, 39, 47.

*We Grow Up*, pages 61, 66, 75, 120.

The children may read the text of the introductory exercise presented on page 31, working out the new words as they read. The teacher will probably find it advisable to tell the children the new word *Jack* and should give assistance if it is needed. However, most children will be able to work out the meaning of the new words without difficulty from the context and picture clues.

When this work has been completed the children may follow the directions in the co-ordinating exercise on page 31. At this time the teacher may introduce the phonograms *it*, *ook* and *ight*.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 31 of the *Preparatory Book*, omitting the directions. The teacher may substitute the following directions:

1. Draw a picture of Jack the pilot.  
He should be standing next to his  
airplane.

2. Draw a picture of the train as it roars by a village station.

3. Draw a picture of Mother and the baby. Show that the light is on in the baby's bedroom.

The children may read the text of the introductory exercise, working out the new words as they read. The pictures may be exhibited and discussed by the class.

After this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercise presented on page 31. The children may read each sentence silently and select the word which correctly completes the sentence. Various children may go to the blackboard to indicate the correct words. At this time the teacher may present the phonograms *it*, *ook* and *ight*.

#### Page 32

#### *No New Words*

The children may follow the directions in the review exercises presented on page 32 of the Preparatory Book. Although the teacher is not advised to drill upon the parts of verbs, the children should gradually become aware of the parts of irregular verbs such as sleep and see.

#### **Re-use of Preparatory Book page 32**

The children may reread the riddles presented in the first review exercise presented on page 32. They may select various riddles to illustrate. These pictures may be exhibited and the children may attempt to guess which riddle each picture illustrates.

#### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the review exercises found on page 32 of the Preparatory Book. The children may read the riddles found in the first review exercise and

select the correct completing words. These riddles may then be illustrated by the children. The pictures may be exhibited and the children may guess which riddle is illustrated by each picture.

The children may read each sentence in the remaining exercises and select the word which correctly completes the sentence. Various children may go to the blackboard and indicate the correct answers, or if the teacher prefers the children may write the correct completing words on their papers.

### B. "WE GROW UP," PAGES 57-61

When the children have completed the work of Preparatory Book pages 29-32, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 57-61 in *We Grow Up*.

#### Pages 57-61

Teacher: We often see our mailman and we see the truck which carries the mail. It is not so easy, however, for us to see the mailman who works on the train. The next story will tell us about the work of the mailman who rides on the train. This story begins on page 57 and it ends on page 61. Read the story silently and find out about the railway mailman.

The teacher should encourage the children to read the material independently. She may give assistance when it is needed but should not interrupt the child during his reading.

When the children have read the material silently they may discuss the work of the mail clerk on the railway train.

The teacher may ask the following questions, suggesting that the children reread the material to find the answers and name the page on which the answer occurs.

1. Describe the mail car.
2. Tell how the mailman sorts the mail on the train.
3. Tell what happens when the train stops at a station.
4. Tell what happens when the mailman wishes to leave a bag of mail at a station at which the train does not stop.

5. Describe how a small village can send away mail if the train does not stop at its station. You will have to reread several pages of the story very carefully in order to answer this question. Look at the pictures as you reread the story and make sure that you are able to describe exactly how the mail is sent from villages at which the train does not stop.

### Unit II — Part 3

#### A. PREPARATORY BOOK PAGES 33–39 (PREPARATION FOR PAGES 62–72 IN “WE GROW UP”)

Page 33

<i>New Words</i>	<i>Familiar Elements, etc.</i>
beacon	be
ground	gr
himself	(him)
radio	—
ten	en (hen)

#### Minimum repetition

beacon: *Preparatory Book*, pages 33, 33, 33, 34.

*We Grow Up*, page 64, 64, 64, 64.

ground: *Preparatory Book*, pages 33, 33, 36, 38.

*We Grow Up*, pages 63, 63, 64, 65.

himself: *Preparatory Book*, pages 33, 33, 39, 42.

*We Grow Up*, pages 63, 67, 72, 86.

radio: *Preparatory Book*, pages 33, 33, 33, 34.

*We Grow Up*, pages 63, 63, 66, 66.

ten: *Preparatory Book*, pages 33, 33, 33, 47.

*We Grow Up*, pages 64, 90, 199, 200.

The preparatory material on pages 33–39 of the Preparatory Book prepare the child to read the story of the airplane pilot. Before beginning these pages the children may discuss airplanes and flights. The children should be encouraged to contribute any technical information they may have on the subject, and the teacher should add data which seem pertinent. The teacher should so guide the discussion that use is made of such words as beacon, signal, beam, pilot, radio, etc.

When the children have discussed airplanes, they may read the introductory exercise on page 33 of the Preparatory Book, working out the new words as they read.

When the work has been completed the children may follow the directions in the co-ordinating exercise on page 33. The teacher may if she finds it advisable review the familiar phonograms and initial letters *r, b, g, gr, p, tr, m, a, ar, h*.

### Alternate preparatory activities

The new word *ten* can be introduced by printing the word and the numeral on the blackboard. The teacher may print the following exercises on the blackboard:

Bobby is sitting by himself. There is no one in the room. Bobby is sitting next to the radio. He likes to hear the music.

Draw a picture of Bobby. Show that he is sitting by himself. Show that he is sitting next to the radio.

One airplane is in the air. Another airplane has just landed.

Draw a picture of two airplanes. Show one airplane in the air. Show another airplane on the ground.

A beacon is a light which helps the pilot when he flies at night.

Draw a picture of an airplane flying through the night. Draw a beacon to help the airplane on its way.

The teacher may print on the blackboard the groups of words found in the co-ordinating exercise on page 33 of the Preparatory Book. She may draw or find simple pictures to illustrate one word in each group. The children may read the groups of words and find the correct identifying word. Various children may go to the blackboard and indicate the correct word, or if the teacher prefers the children may write the correct identifying words on their papers.

If the teacher prefers, she may work with small groups of children. The children may look at page 33 of the teacher's copy of the Preparatory Book. They may read each group of words and then indicate the word which correctly identifies each picture.

Page 34	<i>New Words</i>	<i>Familiar Elements, etc.</i>
	land	(and)
	miles	—
	small	(all)
	telephone	—

#### Minimum repetition

land: *Preparatory Book*, pages 34, 34, 34, 35.

*We Grow Up*, pages 65, 65, 65, 67.

miles: *Preparatory Book*, pages 34, 34, 37, 37.

*We Grow Up*, pages 64, 66, 81, 166.

small: *Preparatory Book*, pages 34, 34, 39, 39.

*We Grow Up*, pages 65, 68, 119, 124.

telephone: *Preparatory Book*, pages 34, 34, 34, 37.

*We Grow Up*, pages 66, 66, 67, 79.



The children may follow the directions in the introductory exercise presented on page 34, working out the new words as they read.

The children may look at each picture in the co-ordinating exercise and draw a line around the word which identifies the picture.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 34 of the Preparatory Book, omitting the directions. She may substitute the following directions:

1. Draw a picture of Tom and Father in the car.
2. Draw two small animals. Make one of the animals gray. What kind of animals would you draw?
3. Draw a picture of the airplane.
4. Draw a picture of Bobby. Show that he is trying to telephone his father.

The teacher may print on the blackboard the groups of words found in the co-ordinating exercise on page 34. The children may read the words and select several to illustrate. The pictures may be distributed and the children may guess which word is illustrated by each picture.

Page 35

<i>New Words</i>	<i>Familiar Elements, etc.</i>
hear	(ear)
minutes	(in)
more	—
news	—
twenty	en — y

### Minimum repetition

hear: *Preparatory Book*, pages 35, 35, 35, 36.

*We Grow Up*, pages 68, 70, 70, 71.

minutes: *Preparatory Book*, pages 35, 35, 35, 37.

*We Grow Up*, pages 67, 70, 86, 140.

more: *Preparatory Book*, pages 35, 35, 35, 47.

*We Grow Up*, pages 66, 68, 95, 99.

news: *Preparatory Book*, page 35, 35, 35, 35.

*We Grow Up*, pages 67, 71, 71, 71.

twenty: *Preparatory Book*, pages 35, 35, 35, 36.

*We Grow Up*, pages 67, 122, 198, 232.

The children may read the introductory exercise presented on page 35, working out the new words from the context.

When this work has been completed, the children may follow the directions in the co-ordinating exercise presented on page 35.

### Re-use of Preparatory Book page 35

The children may compose simple texts to describe the pictures in the co-ordinating exercise which are not described.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 35, changing the last direction to read: *Draw a picture for this story*. The children may read the material silently, working out the new words from the context. Various children may be selected to go to the blackboard and draw lines under the new words as they occur in the text.

When this work has been completed the teacher may print on the blackboard the three sentences printed in the co-ordinating exercise on page 35. The children may read each sentence and draw

a picture to illustrate it. These pictures may be exhibited and the children may guess which sentence has been illustrated by each picture.

Page 36

<i>New Words</i>	<i>Familiar Elements, etc.</i>
far	ar
hum	—
listens	en
means	—
signals	—

### Minimum repetition

- far: *Preparatory Book*, pages 36, 36, 36, 37.  
*We Grow Up*, pages 70, 70, 71, 71.
- hum: *Preparatory Book*, pages 36, 36, 37, 37.  
*We Grow Up*, pages 70, 70, 71, 71.
- listens: *Preparatory Book*, pages 36, 37, 38, 46.  
*We Grow Up*, pages 69, 69, 141, 177.
- means: *Preparatory Book*, pages 36, 36, 36, 37.  
*We Grow Up*, pages 134, 135, 206, 225.
- signals: *Preparatory Book*, page 36, 36, 36, 36.  
*We Grow Up*, pages 69, 69, 70, 70.

The children may read the text of the introductory exercise on page 36 of the *Preparatory Book*, working out the new words as they read. When this work has been completed they may follow the directions in the co-ordinating exercise on this page.

The teacher may if she finds it advisable explain more fully the technique involved in this exercise and may demonstrate the technique with several pairs of words printed on the black-

board. When the children have completed the work, the marking of the pairs of words should be discussed and the children should evaluate them afterwards.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 36 of the Preparatory Book. The children may read the material silently, working out the new words as they read. Various children may go to the blackboard and follow the directions.

When this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercise on page 36. She may explain and demonstrate the technique involved in the exercise. The children may read each pair of words and decide how to mark them. Various children may go to the blackboard and mark various words.

Page 37

<i>New Words</i>	<i>Familiar Elements, etc.</i>
change	ch
left	—
Mrs.	—
should	sh
sky	y

### Minimum repetition

change: *Preparatory Book*, pages 37, 39, 47, 47.

*We Grow Up*, pages 74, 78, 86, 98.

left: *Preparatory Book*, pages 37, 39, 43, 47.

*We Grow Up*, pages 71, 71, 71, 90.

Mrs.: *Preparatory Book*, pages 37, 37, 37, 47.

*We Grow Up*, pages 73, 74, 74, 78.

should: *Preparatory Book*, pages 37, 37, 37, 39.

*We Grow Up*, pages 71, 71, 71, 84.

sky: *Preparatory Book*, pages 37, 37, 37, 38.

*We Grow Up*, page 71, 71, 71, 71.

The children may follow the directions in the introductory exercise presented on page 37 of the *Preparatory Book*, working out the new words as they read. The teacher may find it advisable to tell the children the word *Mrs.* When this work has been completed the teacher may review the phonogram *tr* and the letters *w* and *r*.

When this work has been completed the children may follow the directions in the co-ordinating exercise on page 37. In connection with this work the teacher may review the familiar initial consonants *m*, *h* and *l*.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 37 of the *Preparatory Book*. The children may read the material silently and select the word that correctly completes each sentence. Various children may go to the blackboard and indicate the correct completing words. The phonogram *tr* and the letters *w* and *r* may be reviewed.

When this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercise on page 37 in the *Preparatory Book*. The children may read each question and select the word or phrase which correctly answers the question. Various children may go to the blackboard and indicate the correct answers or the teacher may, if she prefers, ask the children to write the correct answers on their papers. The initial consonants *m*, *h* and *l* may be reviewed.

Page 38

*New Words*

*Familiar Elements, etc.*

along

(long)

better

et — er

fly

y

kept

—

### Minimum repetition

along: *Preparatory Book*, pages 38, 39, 47, 47.

*We Grow Up*, pages 70, 71, 131, 145.

better: *Preparatory Book*, pages 38, 38, 39, 47.

*We Grow Up*, pages 68, 71, 71, 75.

fly: *Preparatory Book*, pages 38, 38, 38, 39.

*We Grow Up*, pages 69, 71, 151, 154.

kept: *Preparatory Book*, pages 38, 38, 42, 43.

*We Grow Up*, pages 82, 83, 125, 129.

The children may read the introductory exercise on page 38, working out the new words as they read. They may then undertake the work of the co-ordinating exercise on this page. This exercise gives the child questions in reading to find the definite answer to a definite question. Since this exercise involves a new technique, the teacher may find it advisable to demonstrate the technique carefully.

### Re-use of Preparatory Book page 38

The children may reread the text of the introductory exercise on page 38 and draw pictures to illustrate the story.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise on page 38 of the *Preparatory Book*. She may also print on the blackboard the text of the co-ordinating exercise on this page. The children may read the text of the introductory exercise, working out the new words as they read.

When this work has been completed, they may follow the directions given in the co-ordinating exercise. Since this exercise involves a new technique, the teacher may find it advisable to demonstrate the technique carefully.

*No New Words*

The children may follow the directions in the review exercises found on this page. in connection with the first exercise the teacher should stress the comparative and superlative forms of words and the common manner of forming the comparative and superlative. In connection with the second exercise on this page she should stress the addition of *y* to certain words to form adjectives. The teacher may if she desires give additional questions in this work. In connection with the last exercise on the page the teacher should stress the value of finding familiar word elements in other words and of comparing the sounds of words.

**Re-use of Preparatory Book page 39**

If the teacher wishes, she may ask the children to dictate sentences involving the comparative and superlative found in the first exercise and the adjectives formed by the addition of *y* in the second exercise.

**Alternate preparatory activities**

The teacher may print on the blackboard the text of the review exercises found on page 39 of the Preparatory Book. They may be conducted as a group activity or if the teacher prefers she may so arrange the direction that each child writes on his paper the various words involved in the exercises.

**B. "WE GROW UP," PAGES 62-72**

When the children have completed the work of Preparatory Book pages 33-39, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 62-72 in *We Grow Up*.

Inasmuch as the work of the Preparatory Book pages and the accompanying suggestions constitute an introduction to this story, the teacher may suggest that this story will give additional information about the work of the airplane pilot and about the various ways in which he is helped in his work.



The material may be read silently by the children. The teacher may give any assistance that is needed, but she should encourage the children to read the material independently.

When the material has been read silently the teacher may ask the following questions:

1. What two things help the pilot when he flies at night?
2. How do the beacons help Jack?
3. How are the big airports lighted?
4. What helps Jack in bad weather?
5. Can the pilot talk to the people on the ground?
6. Why did Jack telephone the airport?
7. What is the radio beam and how does it help Jack?
8. Why does the pilot need to know about the weather?

When the children have answered the questions the teacher may suggest that they reread the story to find the sentences which assisted them in answering the questions or which verify the answers.

### Enrichment activities

The children may take a trip to an airport if there is one in the vicinity.

The children may visit a radio beacon or light if there are any in the vicinity of the community.

The children may make a booklet of pictures and co-operative stories about various kinds of airplanes, such as the transport plane, the private plane, etc.

The children may find out ways in which the radio helps all people.

If it is possible for the teacher to bring a radio to school the children may tune in on the short wave band and listen to conversations between air pilots.

The children may find out at what time and over what radio station weather reports are given. They may listen to these reports and tell what their value is to the public.

The children may prepare a daily weather record indicating the temperature, the weather and the probable flying conditions.

## Unit II — Part 4

A. PREPARATORY BOOK PAGES 40-47 (PREPARATION FOR PAGES 73-86 IN "WE GROW UP")

## Page 40

<i>New Words</i>	<i>Familiar Elements, etc.</i>
boat	(coat)
captain	—
island	an (and)
lighthouse	ight (light, house)
sandy	an — y (and)

## Minimum repetition

boat: *Preparatory Book*, page 40, 40, 40, 40.*We Grow Up*, pages 73, 75, 77, 78.captain: *Preparatory Book*, page 40, 40, 40, 40.*We Grow Up*, pages 74, 74, 78, 79.island: *Preparatory Book*, page 40, 40, 40, 40.*We Grow Up*, pages 73, 73, 74, 74.lighthouse: *Preparatory Book*, page 40, 40, 40, 40.*We Grow Up*, pages 77, 77, 78, 78.sandy: *Preparatory Book*, pages 40, 40, 41, 45.*We Grow Up*, pages 74, 74, 75, 77.

The material on pages 40-47 prepares the children to read about the lighthouse keeper and his work. Children living in localities far removed from the sea should have particularly numerous and varied opportunities for acquiring from discussion, pictures, and further reading, the concepts needed for reading these pages and the story in the Reader.

When this discussion has been completed the children may work out the introductory exercise

presented on page 40 of the Preparatory Book. The teacher may find it advisable to define the word *captain*, and *island* may be explained.

When this work has been completed the children may work out the co-ordinating exercise found on page 40.

### Alternate preparatory activities

The teacher may print the following text and directions on the blackboard:

A boat can take people far, far away  
across the water. There is a captain on  
the boat. The captain has charge of the  
boat. Sometimes the boat will pass a  
lighthouse.

A lighthouse helps the captain. It  
has a big light and it signals to the  
captain. Often a lighthouse is on an  
island. Sometimes the island is rocky  
and sometimes it is sandy.

Draw a picture of a big boat. Show the  
boat going by a lighthouse. The  
lighthouse is on a sandy island.

The children may read the text and follow the directions.

When this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercise found on page 40 in the Preparatory Book. The children may read the text silently and select the correct completing word for each sentence. If the teacher wishes, various children may go to the blackboard and indicate the correct completing words, or the children may write the correct completing words on their papers.

*New Words**Familiar Elements, etc.*

blow

ow

fast

st (last)

knew

(chew)

queer

ee

## Minimum repetition

blow: *Preparatory Book*, pages 41, 41, 41, 47.*We Grow Up*, pages 86, 86, 109, 123.fast: *Preparatory Book*, page 41, 41, 41, 41.*We Grow Up*, pages 75, 75, 75, 78.knew: *Preparatory Book*, pages 41, 41, 41, 43.*We Grow Up*, pages 77, 78, 97, 102.queer: *Preparatory Book*, page 41, 41, 41, 41.*We Grow Up*, pages 76, 77, 79, 88.

The children may read the text of the introductory exercise on page 41 and select the word which correctly completes each sentence.

When this work has been completed the children may follow the directions in the co-ordinating exercise on page 41. The teacher may review the familiar phonogram *st* and the letter *c* as in *city*, and may introduce the phonogram *kn*. If she feels it advisable she may at this time call attention to the words *fast* and *faster* and review the final phonogram *y*.

## Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercises presented on page 41. The children may read the material silently, working out the new words as they read. They may select the word which correctly completes each sentence. Various children may go to the blackboard and indicate the correct words or if the teacher prefers the children may write on their papers the words which correctly complete the sentences.

When this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercise found on page 41. The children may read these sentences silently and may select the correct completing words. When this work has been completed the teacher may review the letter *c* in *city*, the phonograms *st* and final *y*, and she may introduce the phonogram *kn*.

**Page 42**

<i>New Words</i>	<i>Familiar Elements, etc.</i>
caught	—
keeper	ee — cr
lost	st
mainland	(land)
toward	—

**Minimum repetition**

caught: *Preparatory Book*, pages 42, 42, 45, 45.

*We Grow Up*, pages 78, 78, 79, 86.

keeper: *Preparatory Book*, pages 42, 42, 47, 63.

*We Grow Up*, pages 78, 78, 78, 79.

lost: *Preparatory Book*, pages 42, 42, 53, 53.

*We Grow Up*, pages 237, 242, 242, 243.

mainland: *Preparatory Book*, pages 42, 42, 47, 47.

*We Grow Up*, pages 78, 78, 79, 84.

toward: *Preparatory Book*, pages 42, 42, 47, 47.

*We Grow Up*, pages 76, 77, 172, 208.

In view of the fact that the technique involved in this exercise is unfamiliar to the children, the teacher will probably find it advisable to demonstrate the technique carefully. She should point out to the children that the word involved in each definition is first presented in a sentence which will suggest its meaning to the child. After reading the sentence he is to find the

meaning of the particular word, choosing it from the group of three sentences under the word. In connection with this work the teacher should point out that reading a new word in a sentence and attempting to "guess" its meaning is a valuable tool in reading.

When the teacher is sure that the children understand the technique involved in the exercise she should encourage them to complete the work independently, for if the children do the work independently the teacher will be able to estimate their ability to use context clues in working out new vocabulary.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise found on page 42 of the Preparatory Book. Inasmuch as the teacher will probably wish to keep a record of each child's progress, it is suggested that she number the sentences in the multiple choice from which the child selects the deciding text for each word.

After the teacher has carefully explained the technique involved in the exercise the children may read each sentence silently. They may then find the sentence which correctly defines the word. They may write the number of that sentence on their papers.

Page 43

*New Words*

*Familiar Elements, etc.*

bright

br — ight

glass

—

shining

sh — ing

shutter

sh — er

worried

ed

### Minimum repetition

bright: *Preparatory Book*, page 43, 43, 43.

*We Grow Up*, pages 81, 81, 164, 165.

glass: *Preparatory Book*, pages 43, 43, 45, 45.

*We Grow Up*, pages 81, 81, 82, 196.

shining: *Preparatory Book* page 43, 43, 43, 43.

*We Grow Up*, pages 81, 81, 82, 160.

shutter: *Preparatory Book*, page 43, 43, 43, 43.

*We Grow Up*, page 82, 82, 82, 82.

worried: *Preparatory Book*, pages 43, 47, 47, 47.

*We Grow Up*, pages 79, 80, 92, 200.

The teacher may tell the children that two stories have been "mixed up" and to read each group of sentences carefully and decide whether it belongs to the story about a lighthouse. If it does, the children are to put an *X* before it.

When the work of the introductory exercise presented on page 43 has been completed the children may follow the directions found in the co-ordinating exercise on this page. At this time the teacher may review the phonograms *br*, *kn* and *sh*.

### Re-use of Preparatory Book page 43

The children may draw pictures to illustrate the two stories presented in the introductory material on page 43.

### Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences found in the introductory exercise on page 43 of the *Preparatory Book*. She may ask the children to find each paragraph which tells about a lighthouse. If the teacher prefers, she may read aloud each group of sentences found on page 43 of the *Preparatory Book*. As the children listen they may decide to what story each group of sentences belongs. When this work has been completed the children may draw pictures to illustrate the two stories.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 43 of the *Preparatory Book*. When the children have selected the correct completing word for each sentence the teacher may review the phonograms *br*, *kn* and *sh*.



## Page 44

*New Words**Familiar Elements, etc.*

bell	(well)
ding-dong	ing
flash	fl — sh
hung	—
ringing	ing

## Minimum repetition

bell: *Preparatory Book*, page 44, 44, 44, 44.

*We Grow Up*, pages 83, 83, 83, 199.

ding-dong: *Preparatory Book*, pages 44, 44, 44, 47.

*We Grow Up*, pages 83, 83, 83, 199.

flash: *Preparatory Book*, pages 44, 44, 46, 47.

*We Grow Up*, pages 82, 82, 92, 100.

hung: *Preparatory Book*, pages 44, 44, 47, 47.

*We Grow Up*, pages 84, 84, 122, 127.

ringing: *Preparatory Book*, page 44, 44, 44, 44.

*We Grow Up*, pages 83, 83, 197, 202.

The children may follow the directions for the introductory and co-ordinating exercises presented on page 44.

## Alternate preparatory activities

The teacher may print on the blackboard the following text and directions:

Mother called the children to dinner.  
 She called them by ringing a bell. The  
 children heard the bell say ding-dong!  
 When they heard the bell ringing, they  
 knew dinner was ready.

They came into the house. They hung up their coats, hats, and caps. Then they washed their hands and faces.

Draw a picture of the children when they came into the house.

After dinner the children listened to the radio. They heard the news flash. They heard that an airplane was crossing the ocean.

Draw a picture of the children as they listened to the radio.

Page 45

*New Words*                      *Familiar Elements, etc.*

breakfast

br — st

fish

sh

flag

fl

### Minimum repetition

breakfast: *Preparatory Book*, page 45, 45, 45, 45.

*We Grow Up*, pages 86, 86, 92, 101.

fish: *Preparatory Book*, page 45, 45, 45, 45.

*We Grow Up*, pages 86, 86, 86, 127.

flag: *Preparatory Book*, pages 45, 45, 46, 47.

*We Grow Up*, pages 84, 84, 84, 85.

The children may follow the directions for the introductory exercise on page 45.

When this work has been completed the children may read the text of the co-ordinating exercise on page 45 and follow the directions.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Draw a storm signal flag.

Make it clear.

Color the flag red. Then draw a small black square on the flag.

Tom has caught a fish. He likes to fish.

Draw a picture of Tom and the fish that he caught.

Bobby has a glass of milk and some rolls for breakfast every morning.

Father has milk and rolls, too.

Draw a picture of Bobby and Father eating their breakfast.

When this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercise found on page 45 of the Preparatory Book, omitting the directions. She may modify the directions so as to instruct the children to draw a picture to illustrate the text.

Page 46

### *No New Words*

The children may read each group of words and select the word that correctly identifies the picture. The teacher may call attention to the familiar phonograms *fl, sh, st, tr, br* and the initial consonants *r, b, h, g, p* and *l*.

No re-use is suggested for this page but the teacher will probably wish to study each child's record and determine whether remedial work is needed.

### Alternate preparatory activities

The teacher may print on the blackboard the groups of words found on page 46 of the Preparatory Book. She may number the words in each group. She may then pronounce one word in each group and ask the children to find the word on the blackboard. When they have found the word they may write its number on their papers.

When this work has been completed the teacher may review the familiar phonograms *fl, sh, st, tr, br* and the initial consonants *r, b, h, g, p* and *l*.

Page 47

### *No New Words*

Page 47 constitutes a vocabulary test which tests the child's mastery of the vocabulary appearing in Unit II of *We Grow Up*. The children are familiar with the technique involved in this type of exercise but the teacher should review the technique quickly to make sure that each child understands what he is to do. The children may then draw a line around each of the identical words in each box. From the result of this test the teacher will be able to estimate the child's ability to examine words attentively and in the correct left-to-right direction.

### Alternate preparatory activities

The teacher may print on the blackboard the groups of words found on page 47 of the Preparatory Book. The children may read the words in each group and find the two that are identical. The teacher may if she wishes require the children to write the identical words on their papers, or she may number the words in each group and ask the children to write on their papers the numbers of the two words which are identical. From the result of this test the teacher will be able to estimate each child's ability to examine words attentively and to read words in the correct left-to-right direction.

### B. "WE GROW UP," PAGES 73-86

When the children have completed the work of Preparatory Book pages 40-47, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 73-86 in *We Grow Up*.

When the children have read the material in *We Grow Up*, the teacher may administer the comprehension test based on Unit II and found on page 48 of the Preparatory Book.

**Pages 73-86**

In view of the fact that the vocabulary involved in this story has been carefully presented in both the Preparatory Book pages and the alternate preparatory activities, the children will have little difficulty in reading the material. It is recommended that the children become accustomed to reading entire stories independently. The teacher may, however, if she finds it advisable, break the story into parts. In this event it is suggested that she end each lesson at some logical point in the story.

The teacher may tell the children that they have been talking and reading about lighthouses, boats, and the Coast Guard, and that the next story will tell them about their friend Charlie and his visit to a lighthouse. She may remind the children that they have already read one story about Charlie and ask them to find that story in the book. She should suggest the use of the Table of Contents in finding the story.

The children may read the story on pages 73-86 silently. The teacher should give the children help if they need it, but should encourage the children to read independently, using the pictures to assist them.

When the material has been read silently the teacher may ask the following questions:

1. Why do you think the story is called "Through the Fog"?
2. Why did Charlie's father think that a fog was coming?
3. What did Charlie and his family do then?
4. Tell what they saw at the lighthouse.
5. Why does the lighthouse keeper put out the storm signal flag?
6. Name all the signal flags that you can remember.
7. Why do we have lighthouses?

As the children answer the questions the teacher should suggest that the material be re-read to prove their answers or to settle a disputed point.

### Enrichment activities

The children may make a model or a picture of a lighthouse.

The children may find out about other signals for boats, such as buoys, foghorns, etc.

The children may make a storm signal flag.

The children may use the storm signal flag to indicate the weather prognostication on their weather chart.

The children may find out about the service rendered to boats by the Coast Guard.

If possible the teacher should obtain a maritime chart of a neighboring section of the coast. The children should observe the manner in which lighthouses, buoys and landmarks are indicated. The teacher may stress the importance of the use of charts to the sailors.

The children may find out about the Weather Bureau, weather reports to farms, ships at sea, etc.

### BOOKS FOR THE LIBRARY TABLE

#### Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Dopp.	<i>Bobby and Betty with the Workers.</i>	Rand.
Hardy, Hecox, and Gareissen.	<i>Good Companions.</i>	Newson.
Hopkin.	<i>The Doers.</i>	Houghton.
Johnson.	<i>Dot and David.</i>	American Book.
Kuh.	<i>The Deliverymen.</i>	Macmillan.
	<i>The Engineer.</i>	
Lenz.	<i>The Bus Driver.</i>	

Lowndes and Chrystie.  
Read.

*Traffic.*  
*A Story About Tall Buildings.*  
*A Story About Tall Trees.*  
*Billy's Letter.*  
*Workers.*

Doubleday.  
Scribners.

Zirbes and Wesley.

Keystone.

### Other books to read

Baruch.  
Coffin and Matthews.  
Evans.  
Lent.

*Big Fellow.*  
*City Stories.*  
*Jerome Anthony.*  
*Clear Track Ahead!*  
*Diggers and Builders.*  
*Adventures in a Big City.*  
*The Story Book of Aircraft.*  
*The Airplane Book.*  
*An Engine's Story.*  
*A Story About Boats.*

Harpers.  
Macmillan.  
Putnam.  
Macmillan.  
  
Macmillan.  
Winston.  
Harcourt.  
Scribners.

Peardon and Comegys.  
Petersham.  
Pryor.  
Read.

### Poems to be read to the children

"Counters," by Coatsworth, from *Sung under the Silver Umbrella* (Macmillan).  
"Engine," by Tippet, from *Sung under the Silver Umbrella* (Macmillan).  
"General Store," by Field, from *Sung under the Silver Umbrella* (Macmillan).  
"The Ice Cream Man," from *Taxis and Toadstools*, by Field (Doubleday).  
"The Milkman," by O'Sullivan, from *Sung under the Silver Umbrella* (Macmillan).  
"The Pretzel Man," from *Taxis and Toadstools*, by Field (Doubleday).  
"The Scissor-Man," from *Ring-A-Round* by Harrington (Macmillan).



**Suitable games**

Bancroft.

Elmore.

*Games* (Charley over the Water).*Games* (Round and Round Went the Gallant Ship).*Practical Handbook of Games* (Trades).

Macmillan.

Macmillan.

**Recommended films**

An Airplane Trip.

Boats.

New England Fisheries.

New England Fishermen.

Safety at Sea.

Shelter.

The Builders.

The Wheat Farmer.

Wheat to Bread.

Erpi Classroom Films, Inc.

Erpi Classroom Films, Inc.

Eastman Classroom Films.

Erpi Classroom Films, Inc.

Eastman Classroom Films.

Erpi Classroom Films, Inc.

Erpi Classroom Films, Inc.

Erpi Classroom Films, Inc.

Eastman Classroom Films.

## Chapter IV

### DAILY LESSON PLANS FOR UNIT III — "SECRETS OF THE LITTLE PEOPLE"

#### Topic

The third unit consists of stories about fairies, brownies and elves. These stories are classic tales which have long been favorites with children. The children should be allowed to enjoy the fantasy and humor of the material and no specific analytical work should be required. Much of the silent reading in the Reader following the preparatory work should be done during the "free reading" period or at the child's leisure. The teacher will wish to make every effort to avoid the appearance of formal drill or formal study of these stories.

The materials of the third unit comprise pages 87-116 of *We Grow Up* and pages 49-68 of the Preparatory Book. The sequence of lessons is as follows:

*Preparatory Book* pages 49-58 (or alternate preparatory activities)

*We Grow Up* pages 87-104

*Preparatory Book* pages 59-67 (or alternate preparatory activities)

*We Grow Up* pages 105-116

*Preparatory Book* page 68 comprises a comprehension test based on the stories in Unit III of *We Grow Up*.

#### Related activities

The children may make or collect pictures of fairies, brownies and elves. These pictures may be used for bulletin board displays, class booklets, etc. Booklets of fairy stories and jingles may be made for the library table.

This unit should serve as a starting point for the reading and telling of many other fairy stories. The teacher will find specific reference in the suggested books at the end of the unit for fairy stories which the children will enjoy.

The children will be interested in giving a fairy play. The teacher will find that suggestions are given in the Reader for making a play from the story of the elves and the shoemaker. The children may wish to dramatize other fairy stories. They may plan simple scenery and costumes and give the play to entertain their parents or another class.

### Unit III—Part 1

#### A. PREPARATORY BOOK PAGES 49–58 (PREPARATION FOR PAGES 87–104 IN “WE GROW UP”)

Page 49	<i>New Words</i>	<i>Familiar Elements, etc.</i>
	brownie	br — ow
	foot	—
	hides	—
	place	pl
	secrets	et

#### Minimum repetition

brownie: *Preparatory Book*, page 49, 49, 49, 49.

*We Grow Up*, page 88, 88, 88, 88.

foot: *Preparatory Book*, pages 49, 49, 49, 50.

*We Grow Up*, pages 88, 89, 95, 169.

hides: *Preparatory Book*, page 49, 49, 49, 49.

*We Grow Up*, pages 90, 90, 109, 116.

place: *Preparatory Book*, page 49, 49, 49, 49.

*We Grow Up*, pages 88, 88, 90, 90.

secrets: *Preparatory Book*, page 49, 49, 49, 49.

*We Grow Up*, pages 87, 89, 98, 134.

The materials on Preparatory Book pages 49–58 introduce some of the characters who appear in the fairy stories of the Reader. The children should be encouraged to tell of different kind

of fairies, such as gnomes, dwarfs, trolls, and should discuss those mentioned in the reading material, namely, brownies and elves.

The children may read the introductory exercise on page 49 of the Preparatory Book, working out the new words as they read.

When this work has been completed the children may follow the directions in the co-ordinating exercise on page 49.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise on page 49 of the Preparatory Book, modifying the directions so that the children will draw the pictures.

The teacher may print on the blackboard the sentences found in the co-ordinating exercise on page 49. The children may read the sentences silently and draw a picture to illustrate each sentence. These pictures may be exhibited and the children may guess which sentence each picture illustrates.

Page 50

*New Words*

*Familiar Elements, etc.*

dressed

ed

elves

—

face

—

### Minimum repetition

dressed: *Preparatory Book*, pages 50, 50, 50, 66.

*We Grow Up*, pages 89, 89, 113, 157.

elves: *Preparatory Book*, page 50, 50, 50, 50.

*We Grow Up*, pages 89, 89, 105, 109.

face: *Preparatory Book*, pages 50, 50, 50, 53.

*We Grow Up*, pages 89, 90, 132, 132.

The children may read the text of the introductory exercise and follow the directions. The children may work out the new words from the picture and context clues.

When this work has been completed the children may follow the directions in the co-ordinating exercise on this page.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise on page 50 of the Preparatory Book. She may draw some pictures similar to those on Preparatory Book page 50 and ask the children to read each group of sentences and find the sentence which describes the picture. If the teacher prefers, she may work with small groups of children. The children may look at the teacher's copy of the Preparatory Book and indicate which sentence correctly describes each picture.

When this work has been completed the teacher may print on the blackboard the text of the first co-ordinating exercise on page 50. The children may find the correct completing word and write the complete sentences on their papers.

The teacher may print on the blackboard the text of the second co-ordinating exercise, modifying the directions so that the children will draw pictures to illustrate the sentences.

Page 51	New Words	Familiar Elements, etc.
	believe	be
	coal	—
	most	st
	really	y

### Minimum repetition

believe: *Preparatory Book*, pages 51, 51, 51, 58.

*We Grow Up*, pages 91, 92, 94, 103.

coal: *Preparatory Book*, page 51, 51, 51, 51.

*We Grow Up*, page 90, 90, 90, 90.

most: *Preparatory Book*, pages 51, 51, 51, 67.

*We Grow Up*, pages 90, 94, 129, 132.

really: *Preparatory Book*, pages 51, 51, 67, 67.

*We Grow Up*, pages 92, 97, 102, 124.

The children may read the text of the introductory exercise on page 51 and follow the directions. When the work has been completed the teacher may review the familiar phonogram *st* and review the initial consonant *c*, as in *cellar* and *concrete*. The teacher should make the children aware of the fact that *c* sometimes has the sound of *s* as in *cellar*. Careful comparison of the two sounds should be made.

When the work has been completed the children may follow the directions in the co-ordinating exercise on page 51. Additional work may be done in comparing the hard and soft sounds of *c*. If the teacher feels it advisable she may review the initial sounds of *s*, *b* and *r*.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise on page 57 of the *Preparatory Book*. The children may read the material silently and select the correct completing word for each sentence.

When this work has been completed the teacher may present the hard and soft sounds of *c*.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 51. The children may read each sentence and select the correct completing word. Additional work may be done by the teacher on the hard and soft sounds of *c*, and if she finds it advisable, she may review the sounds of *s*, *b* and *r* and the phonogram *st*.

Page 52

*New Words*

*Familiar Elements, etc.*

dirty

y

lazy

y

stairs

st

though

th

### Minimum repetition

dirty: *Preparatory Book*, page 52, 52, 52, 52.

*We Grow Up*, pages 93, 96, 98, 99.

lazy: *Preparatory Book*, pages 52, 52, 52, 58.

*We Grow Up*, pages 93, 93, 93, 98.

stairs: *Preparatory Book*, page 52, 52, 52, 52.

*We Grow Up*, pages 92, 95, 98, 99.

though: *Preparatory Book*, pages 52, 52, 58, 67.

*We Grow Up*, pages 92, 92, 126, 131.

The children may follow the directions in the introductory exercise on page 52. The teacher may review the initial sounds of *l*, *k*, *h* and *pl*.

When this work has been completed the children may follow the directions in the co-ordinating exercise on page 52. During the work the teacher should review the sounds of *th* as in *throw* and of *pl*.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory and of the co-ordinating exercises found on page 52 of the *Preparatory Book*. The children may read the text of the introductory exercise and select the word which correctly completes each sentence. Various children may go to the blackboard and indicate the correct words, or the teacher may if she prefers ask the children to write the correct words on their papers. During this work the teacher may review the initial sounds and letters *k*, *l*, *h* and *pl*.

When this work has been completed the children may read each sentence in the co-ordinating exercise and select the word which correctly completes the sentence. The teacher may review the phonograms *th* and *pl*.

This page constitutes a review page. The children should work independently with no direc-



tion or suggestions from the teacher, although the teacher should of course make sure that the children remember the technique to be used in the work of this exercise.

### Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 53 of the teacher's copy of the Preparatory Book. They may read each group of sentences and select the sentence which in their opinion correctly describes the picture.

When this work has been completed the teacher may print on the blackboard the correct sentences selected by the children. Each child may select one sentence to illustrate. When the pictures have been completed they may be exhibited and the children may guess which sentence has been illustrated by each picture.

### Page 54

<i>New Words</i>	<i>Familiar Elements, etc.</i>
covered	er, ed
footprints	(foot)
gnawed	ed
tablecloth	(table) cl

### Minimum repetition

covered: *Preparatory Book*, page 54, 54, 54, 54.

*We Grow Up*, pages 101, 102, 120, 130.

footprints: *Preparatory Book*, page 54, 54, 54, 54.

*We Grow Up*, pages 95, 95, 95, 96.

gnawed: *Preparatory Book*, page 54, 54, 54, 54.

*We Grow Up*, pages 98, 98, 99, 99.

tablecloth: *Preparatory Book*, page 54, 54, 54, 54.

*We Grow Up*, pages 95, 95, 96, 96.

The children may read the text of the introductory exercise as presented on page 54. The teacher will probably find it advisable to assist the children in working out the new word *gnawed*. She may point out the silent letter *g* and recall that *k* is silent when combined with *n*.

The children may follow the directions in the co-ordinating exercise on page 54.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Mother got a blanket and covered Baby  
with it.

Draw a picture of Baby.

Baby is in bed.

Color the blanket blue.

Bingo ran into the kitchen. His paws  
were dirty and so he left footprints all over the floor.

Draw a picture of the kitchen.

Tags played with a stick. He held it  
with his paws and gnawed it.

Draw a picture of Tags.

Mother got the supper. Then she was  
ready to put the dishes on the table.  
First she put the tablecloth on the table.  
Then she put the dishes on.

Draw a picture of the table.

Make the dishes yellow.

Make the tablecloth white.

The teacher may work with small groups of children. The children may look at page 54 of the teacher's copy of the Preparatory Book. They may read each sentence in the co-ordinating exercise on page 54 and select the sentence which correctly describes the picture.

When this work has been completed the teacher may print on the blackboard the sentences selected by the children and the children may draw pictures to illustrate the sentences. The pictures may be exhibited and the children may guess which sentence each picture illustrates.

Page 55

<i>New Words</i>	<i>Familiar Elements, etc.</i>
early	y
might	ight
softly	y
such	ch

### Minimum repetition

early: *Preparatory Book*, pages 55, 55, 58, 67.

*We Grow Up*, pages 96, 99, 105, 106.

might: *Preparatory Book*, pages 55, 55, 67, 83.

*We Grow Up*, pages 94, 99, 102, 106.

softly: *Preparatory Book*, pages 55, 55, 58, 67.

*We Grow Up*, pages 95, 95, 98, 206.

such: *Preparatory Book*, pages 55, 55, 55, 58.

*We Grow Up*, pages 96, 99, 110, 112.

The children may read the text of the introductory exercise presented on page 55. The teacher may call attention to the similarity and endings of *early* and *softly*, although *ly* is not intended to be definitely developed until the third year.

The children may read and follow the directions of the co-ordinating exercise on page 55. The teacher should stress the value of finding familiar word parts in words and of comparing words.

## Re-use of Preparatory Book page 55

The children may reread the introductory text on page 55. They may draw pictures to illustrate the two stories.

## Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 55 of the Preparatory Book. The children may read the material silently and select the group of sentences which tell about the captain and those which tell about Jim and Judy.

When this work has been completed the children may draw pictures to illustrate the stories.

The teacher may print on the blackboard the text of the co-ordinating exercises on page 55 of the Preparatory Book. The teacher may if she wishes change the directions so that the children will write on their papers the words that are similar in sound to those given as examples.

### Page 56

#### *New Words*

#### *Familiar Elements, etc.*

locked

ed

party

ar — y

tonight

(to) (night) ight

woke

—

## Minimum repetition

locked: *Preparatory Book*, pages 56, 56, 58, 67.

*We Grow Up*, pages 98, 98, 102, 102.

party: *Preparatory Book*, page 56, 56, 56, 56.

*We Grow Up*, pages 99, 104, 242, 242.

tonight: *Preparatory Book*, pages 56, 56, 57, 58.

*We Grow Up*, pages 98, 102, 109, 237.

woke: *Preparatory Book*, pages 56, 56, 56, 58.

*We Grow Up*, pages 99, 104, 139, 139.

The children may read the text and follow the directions of the introductory exercises on page 56, working out the new words from the context and picture clues.

The children may read the text of the co-ordinating exercise on page 56. They may color the picture. If the teacher desires, various children may read the text aloud.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Some children are having a birthday party.

Draw a picture of the children at the birthday party.

Draw a cake for the birthday.

When Mother went to visit Grandmother, she locked the door of her house.

Draw a picture of Mother.

When it was time for dinner, Mother woke the baby.

Draw a picture of the baby in the high chair.

The boy said, "This is Halloween. Tonight I shall play some tricks."

Draw a picture of a good Halloween trick.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 56 of the Preparatory Book. She may change the directions so that the children will draw pictures to illustrate the story. If the teacher desires, various children may read the story aloud.

## Page 57

## New Words

## Familiar Elements, etc.

enough

—

ever

er

piece

—

scold

(old)

sweet

ee

## Minimum repetition

enough: *Preparatory Book*, pages 57, 57, 57, 58.

*We Grow Up*, pages 99, 100, 105, 106.

ever: *Preparatory Book*, pages 57, 57, 67, 67.

*We Grow Up*, pages 104, 118, 132, 133.

piece: *Preparatory Book*, page 57, 57, 57, 57.

*We Grow Up*, pages 104, 104, 105, 121.

scold: *Preparatory Book*, pages 57, 57, 58, 59.

*We Grow Up*, pages 102, 102, 104, 148.

sweet: *Preparatory Book*, page 57, 57, 57, 57.

*We Grow Up*, pages 102, 102, 103, 103.

The children may read the text of the introductory exercise found on page 57. The children may work out the new words from the context clues.

When the work has been completed the children may read each question in the co-ordinating exercise and draw a line under the word which correctly answers the question. The teacher should encourage the children to consult the text.

When the children have selected the correct answers they may reread the text in order to verify their answers.

## Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page

57 of the Preparatory Book. The children may read the material silently, working out the new words as they read.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 57. The children may read each question and select the correct answer or, if the teacher prefers, the children may write the correct answers on their papers.

The children may reread the text of the introductory exercise and draw pictures to illustrate the story.

#### Page 58

#### *No New Words*

Page 58 constitutes a vocabulary test. The children should read each group of words and then select the word which correctly identifies the accompanying picture. They should draw a line under that word. Since this is a vocabulary test, the teacher should not assist the children in any way or make any suggestions to them, although she should of course make sure that the children understand the technique involved in the test. Re-use of the page is not suggested inasmuch as the teacher will probably wish to study each child's record on the test in order to determine whether remedial work is needed.

#### **Alternate preparatory activities**

The teacher may print on the blackboard the groups of words presented on page 58 of the Preparatory Book. She may number these words consecutively. The teacher may read one word from each group. The children may find the word and write the number on their papers.

#### B. "WE GROW UP," PAGES 87-104

When the children have completed the work of Preparatory Book pages 49-58, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 87-104 in *We Grow Up*.

#### Page 87

Teacher: Today we are going to start a new chapter in our book. You will find the picture of the chapter and the name of the chapter on page 87. Turn to this page in your book. Look at



the picture and find out the name of the chapter. Who do you think the little people are? Why do you think this chapter is called "The Secrets of the Little People"? What do you know about brownies?

**Pages 88-104**

It is suggested that the children read the story independently in its entirety before discussing it with the teacher and the other children. If it is at all possible the teacher should arrange that the silent reading be entirely independent. The children may read at their own desks or at the library table. They should read entirely for enjoyment and not in answer to specific questions or any detailed analysis. The teacher may if she wishes divide the story into parts, assigning the various parts for each day's work. However, it is recommended that the children read as much as they can just as they might read an interesting juvenile book.

When the children have read the story silently they may discuss it, and will probably wish to dramatize it or make a moving picture of it. The story lends itself admirably to a moving picture or to a puppet show. The material will of course be reread when the children are planning for their show, deciding what each character should say and do, and how the character should be dressed. Such spontaneous activity supplies many opportunities for thoughtful rereading. During the work the teacher should tactfully insist that the dramatization be planned and arranged in an orderly and logical fashion. She may refer the children to the pictures for suggestions and should lead the children to consult the story while plans are being made.

***Unit III — Part 2***

**A. PREPARATORY BOOK PAGES 59-67 (PREPARATION FOR PAGES 105-116 IN "WE GROW UP")**

**Page 59**

*New Words*

*Familiar Elements, etc.*

leather

th — er (feather)

sews

—

shoemaker

sh — er (shoe, make)

shoes

sh

### Minimum repetition

leather: *Preparatory Book*, page 59, 59, 59, 59.

*We Grow Up*, pages 105, 106, 107, 108.

sews: *Preparatory Book*, pages 59, 59, 59, 60.

*We Grow Up*, pages 106, 106, 106, 108.

shoemaker: *Preparatory Book*, page 59, 59, 59, 59.

*We Grow Up*, pages 105, 105, 106, 106.

shoes: *Preparatory Book*, page 59, 59, 59, 59.

*We Grow Up*, page 106, 106, 106, 106.

The children may read and follow the directions for the introductory exercise on page 59 and for the remaining exercise on this page.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page 59. She may obtain simple pictures to illustrate one sentence of each group. The children may read the groups of sentences and select the sentence which correctly describes the picture. Various children may go to the blackboard and indicate the correct sentences.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 59, modifying the direction so that the children will draw a picture to illustrate the text.

Page 60

#### *New Words*

#### *Familiar Elements, etc.*

boots

—

hard

ar

pair

—

shall

h

### Minimum repetition

boots: *Preparatory Book*, pages 60, 60, 60, 64.

*We Grow Up*, pages 107, 107, 108, 108.

hard: *Preparatory Book*, pages 60, 60, 60, 66.

*We Grow Up*, pages 124, 128, 129, 129.

pair: *Preparatory Book*, page 60, 60, 60, 60.

*We Grow Up*, pages 106, 106, 106, 106.

shall: *Preparatory Book*, pages 60, 60, 61, 61.

*We Grow Up*, pages 107, 111, 111, 164.

The children may read the text of the introductory exercise presented on page 60. They may work out the new words from the context clues.

When this work has been completed the children may follow the directions of the co-ordinating exercise. The teacher may at this time review the initial consonants *b*, *s*, *l*, *h* and the familiar phonograms *sh* and *st*. She may introduce the phonogram *aw* with *paw* and *saw*.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

A shoemaker has to work hard to make shoes. He makes little shoes and big shoes. He makes high boots, too.

Draw a pair of little shoes for a baby.

Draw a pair of high boots.

Draw a line around the pair of high boots.

Draw a picture of the shoemaker.

The teacher may print on the blackboard the groups of words presented in the co-ordinating exercise on page 60. She may number the words consecutively. She may read aloud one word in each group. The children may find the word on the blackboard and write the number of the word on their papers. The initial consonants *b, s, l, h* and the phonograms *sh, st* may be reviewed. The phonogram *aw* may be presented with *paw* and *saw*.

Page 61

<i>New Words</i>	<i>Familiar Elements, etc.</i>
bought	—
clothes	cl
evening	en — ing
lot	ot
stitch	st, ch

#### Minimum repetition

bought: *Preparatory Book*, pages 61, 61, 66, 67.

*We Grow Up*, pages 107, 107, 108, 108.

clothes: *Preparatory Book*, page 61, 61, 61, 61.

*We Grow Up*, pages 111, 113, 113, 116.

evening: *Preparatory Book*, pages 61, 61, 61, 67.

*We Grow Up*, pages 109, 113, 187, 212.

lot: *Preparatory Book*, page 61, 61, 61, 61.

*We Grow Up*, pages 108, 111, 123, 201.

stitch: *Preparatory Book*, page 61, 61, 61, 61.

*We Grow Up*, pages 108, 110, 110, 110.

The children may read the text of the introductory exercise and follow the directions in the co-ordinating exercises on page 61. When the work has been completed they may draw pictures to illustrate the story.

### Alternate preparatory activities

The teacher may print on the blackboard the introductory exercise and the co-ordinating exercises found on page 61 of the Preparatory Book. The children may read the text of the introductory exercise, silently working out the new words from the context clues. When this work has been completed the children may read the directions in the first co-ordinating exercise and find the material which answers each question. The children may go to the blackboard and draw lines in accordance with the directions.

The children may read the directions in the second co-ordinating exercise and various children may go to the blackboard and follow the directions.

The teacher should of course omit the word *here* in the third co-ordinating exercise.

Page 62	<i>New Words</i>	<i>Familiar Elements, etc.</i>
	behind	be
	fingers	ing — er
	five	—
	hand	(and)
	o'clock	cl

### Minimum repetition

behind: *Preparatory Book*, pages 62, 62, 64, 67.

*We Grow Up*, pages 109, 109, 111, 113.

fingers: *Preparatory Book*, pages 62, 62, 62, 66.

*We Grow Up*, pages 110, 113, 118, 118.

five: *Preparatory Book*, pages 62, 62, 62, 93.

*We Grow Up*, pages, 160 160, 201, 201.

hand: *Preparatory Book*, page 62, 62, 62, 62.

*We Grow Up*, pages 110, 113, 144, 145.

o'clock: *Preparatory Book*, page 62, 62, 62, 62.

*We Grow Up*, pages 110, 113, 116, 116

The children may follow the directions for the introductory exercise found on Preparatory Book page 62.

The children may read and follow the directions for the co-ordinating exercise on Preparatory Book page 62.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

You have two hands.  
Each hand has five fingers.  
On your two hands there are ten fingers.

Draw a picture of your two hands.

Charlie comes home from school at three o'clock. Bingo likes to come home from school with Charlie.

He goes to school and hides behind the door. When Charlie comes out Bingo jumps out from behind the door. Then they run home together.

Draw a picture of Bingo and Charlie coming home from school.

The children may read the exercise and follow the directions.

The teacher may print on the blackboard the four sentences, together with the co-ordinating exercise on page 62 of the Preparatory Book. The children may read each sentence silently and draw a picture to illustrate it.

Page 63

*No New Words*

The children may follow the directions in the review exercise presented on this page. The teacher may present at this time the phonograms *ain* as in *train*, *ew*, and *ai* as in *mail*, and she may review the familiar phonogram *gr*.

**Alternate preparatory activities**

The teacher may print on the blackboard the text of the review exercise on page 63 of the Preparatory Book. The children may read each sentence and select the correct completing word. The teacher may present at this time the phonograms *ain* as in *train*, *ew*, and *ai* as in *mail* and review the familiar phonogram *gr*.

Page 64

*New Words**Familiar Elements, etc.*

dance	an
danced	an, ed (dance)
found	(ground)
set	et
those	th

**Minimum repetition**

dance: *Preparatory Book*, page 64, 64, 64, 64.

*We Grow Up*, pages 116, 116, 163, 163.

danced: *Preparatory Book*, page 64, 64, 64, 64.

*We Grow Up*, pages 113, 114, 177, 178.

found: *Preparatory Book*, pages 64, 64, 64, 67.

*We Grow Up*, pages 108, 113, 139, 170.

set: *Preparatory Book*, pages 64, 64, 64, 65.

*We Grow Up*, pages 111, 113, 120, 122.

those: *Preparatory Book*, pages 64, 64, 64, 67.

*We Grow Up*, pages 112, 113, 134, 134.



The children may read the text and follow the directions of the introductory exercise on page 64, and work out the new words from the context clues.

The children may read each pair of sentences in the co-ordinating exercise and select the sentence which correctly describes the picture.

The teacher should note that the words *danced* and *dance* are considered as two separate words due to the fact that the past tense is presented prior to the use of the root form. The teacher may call attention to the similarity of these two words.

### **Alternate preparatory activities**

The teacher may print the following text and directions on the blackboard:

Dick lost his toy airplane. He looked for it and found it behind the door.

Draw a picture of Dick and the airplane. Show in your picture the place where Dick found it.

It was supper time, and Jean began to set the table.

Mother said, "Don't use those yellow plates, Jean. Use the blue plates."

Draw a picture of the table. Show the blue plates on the table.

Bob and Jean went to a birthday party. They played many games and they danced. One boy did not dance.

Draw a picture of the children at the birthday party. Show the children that danced.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 64 of the Preparatory Book. She may draw or find simple pictures to illustrate one sentence of each pair of sentences. The children may read the sentences and select the one which correctly describes the picture. If the teacher prefers she may print on the blackboard one sentence of each pair and ask the children to read the sentence silently and draw pictures to illustrate the sentences.

#### Page 65

#### *New Words*

#### *Familiar Elements, etc.*

few

ew

later

er

only

y

plans

pl — an

scene

—

#### Minimum repetition

few: *Preparatory Book*, pages 65, 65, 67, 74.

*We Grow Up*, pages 116, 116, 120, 121.

later: *Preparatory Book*, pages 65, 65, 67, 67.

*We Grow Up*, pages 116, 116, 200, 228.

only: *Preparatory Book*, pages 65, 65, 66, 67.

*We Grow Up*, pages 115, 119, 127, 133.

plans: *Preparatory Book*, pages 65, 65, 65, 67.

*We Grow Up*, pages 111, 115, 116, 136.

scene: *Preparatory Book*, pages 65, 65, 67, 67.

*We Grow Up*, page 115, 115, 115, 115.

The children may follow the directions for the introductory exercise presented on page 65 of the Preparatory Book. Although the technique involved in the exercise is not a new one the

teacher should make sure that the children understand the technique. She should also stress at this time the value of using context clues in working out new words. If the teacher wishes she may find it advantageous to study a record of each child and determine how well he is progressing in the use of context clues.

### **Alternate preparatory activities**

The teacher may print on the blackboard the exercise found on page 65 of the Preparatory Book. She may number the groups of sentences from which the child selects the defining sentence. The children may read each sentence and select the correct defining sentence and then write the number of the correct defining sentence on their papers.

### **Page 66**

#### *No New Words*

The children may read the text of the review exercise on page 66 and select the word which correctly completes each riddle.

### **Re-use of Preparatory Book page 66**

The children may cut the riddles from page 66 and paste them in the class riddle book. If they prefer they may draw pictures to illustrate each of the riddles and paste the riddle under its picture.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the review exercise on page 66 of the Preparatory Book. The children may read each riddle and select the correct completing word of the riddle.

### **Enrichment activities**

The children may make up additional riddles to be incorporated in their riddle books.

*No New Words*

Page 67 constitutes a vocabulary test. It measures the child's mastery of the vocabulary appearing in Unit III of *We Grow Up*. The teacher should not assist the children in any way nor give any suggestions, although she should of course make sure that the children understand the technique involved in the test.

No re-use of the page is suggested since the teacher will probably have to study each child's record in order to determine the progress that he has made. This test will assist the teacher to estimate the child's ability to examine words critically and will indicate the possible existence of partial or complete reversal errors.

**Alternate preparatory activities**

The teacher may print on the blackboard the groups of words found on page 67 of the Preparatory Book. In order that she may have an objective record of each child's performance on the test it is suggested that the word in each box be numbered. The teacher may instruct the children to read each group of words carefully and find the two identical words. The teacher may instruct the children to write the numbers of these two words on their papers.

**B. "WE GROW UP," PAGES 105-116**

When the children have completed the work of Preparatory Book pages 59-67, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 105-116 in *We Grow Up*.

When the children have read the material in *We Grow Up* the teacher may administer the comprehension test based on Unit III and found on page 68 of the Preparatory Book.

**Pages 105-114**

Since the story is relatively short and extremely simple the children should be encouraged to read it in its entirety. The teacher may, however, if she finds it necessary divide the story into units or parts. If possible the children should be encouraged to read the material informally,

remaining at their desks, reading at the library table, or at some other convenient place in the classroom. It is not recommended that the children be asked to make any detailed analysis or study of the story. This favorite fairy story of children should be read entirely for enjoyment and pleasure.

When the children have read the material silently they may read parts of it aloud, and impromptu dramatizations may be planned, the children taking the parts of the various characters.

If the teacher finds it advisable she may ask the following questions when the children have read the material silently and have discussed it:

1. How much leather did the old shoemaker have left? The answer is on page 106.
2. What did he do with the leather that he had left?
3. What did the old shoemaker see the next morning when he sat down at his bench?
4. Who bought the little new shoes?
5. What else did the man order?
6. What did the old shoemaker and his wife do to find out who was making the shoes?
7. What did the shoemaker and his wife decide to do for the elves?
8. What did the elves do when they found the presents?
9. How did the story end?

#### Pages 115-116

Before the children read these pages the teacher should discuss with them the possibility of making a play of the story which they have just read. In the discussion she should use frequently the word *scene*.

If the children become interested in the project of making a play they may read the selection silently and discuss it. They may use the material on these pages as a guide for their own play. They may reread parts of the story in order to have full information about each scene, and to recall the dialogue additional plans may be made. Plans may be made for the scenery, costumes, etc., the assignments of parts, the duties of the various members of the groups and so on. The children should not be required to memorize the dialogue of the story. They

should either be encouraged to make up their own dialogue following the trend of the story, or they may read the dialogue from the book. If the children are interested in planning a somewhat elaborate presentation of the play they will enjoy inviting another class to visit them to see the play.

### BOOKS FOR THE LIBRARY TABLE

#### Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Ayer, Baker and Thorndike.	<i>Everyday Stories.</i>	Macmillan.
Eichenberg (Illus.)	<i>Puss in Boots.</i>	Holiday.
Gag.	<i>Gone is Gone.</i>	Coward.
Lindman.	<i>Snipp, Snapp, Snurr and the Ginger-bread.</i>	Whitman.
Parker (Illus.)	<i>Jack and the Bean-stalk.</i>	Holiday.
Potter.	<i>Peter Rabbit Books.</i>	Warne.

#### Other books to read

Barrie.	<i>Peter Pan Picture Book.</i>	Whitman.
Collodi.	<i>Pinocchio.</i>	Dutton.
Mulock.	<i>Adventures of a Brownie.</i>	Macmillan.
Gibson.	<i>The Oak Tree House.</i>	Longmans.
Hutchinson.	<i>Chimney Corner Fairy Tales.</i>	Minton.
Jacobs.	<i>English Fairy Tales.</i>	Putnam.
Lathrop.	<i>The Fairy Circus.</i>	Macmillan.
Lofting.	<i>The Story of Doctor Dolittle.</i>	Stokes.
Pyle.	<i>The Counterpane Fairy.</i>	Dutton.
Williston.	<i>Japanese Fairy Tales.</i>	Rand McNally.

**Poems to be read to the children**

"A Fairy Went A-marketing," by Fyleman, from *Sung under the Silver Umbrella* (Macmillan).

"Differences," from *Ring-A-Round* by Harrington (Macmillan).

"The Fairies," by Allingham, from *Sung under the Silver Umbrella* (Macmillan).

"Twenty Foolish Fairies," by Turner, from *Sung under the Silver Umbrella* (Macmillan).

**Suitable games**

Bancroft.

*Games* (Black Magic).

*Games* (Water Sprite).

Macmillan.



## Chapter V

### DAILY LESSON PLANS FOR UNIT IV — "ALL ABOUT US"

#### Topic

This unit is composed of a group of stories about plants and animals. As indicated by the title it is predominantly informational in character. Two of the selections are in fictional form. The plants and animals chosen are among those with which children are not likely to have had first-hand experience but which stories may have brought within their experience. The closing story of the unit has been carefully selected with respect to interest and humor so that the child's interest may be maintained while he is obtaining a vicarious experience from printed materials. During the reading of this last story which is about the penguin the teacher should stress the fact that it is often possible to obtain otherwise impossible experiences from printed materials.

The materials of the fourth unit comprise pages 117-158 in *We Grow Up*, and pages 69-92 in the Preparatory Book. The sequence of lessons is as follows:

*Preparatory Book* pages 69-72 (or alternate preparatory activities)

*We Grow Up* pages 117-123

*Preparatory Book* pages 73-79 (or alternate preparatory activities)

*We Grow Up* pages 124-131

*Preparatory Book* pages 80-83 (or alternate preparatory activities)

*We Grow Up* pages 132-141

*Preparatory Book* pages 84-88 (or alternate preparatory activities)

*We Grow Up* pages 142-152

*Preparatory Book* pages 89-91 (or alternate preparatory activities)

*We Grow Up* pages 153-158

*Preparatory Book* page 92 comprises a comprehension test based on the stories in Unit IV of *We Grow Up*.

### Related activities

The reading of this unit should result in broadening and deepening the child's experience with nature. The stories themselves suggest many things which the children could do, such as raising plants and bulbs, keeping a turtle as a pet, and the like. The children should be encouraged to carry out other activities which result from reading the stories even though the activities may not be directly suggested by the stories. Such activities might include the planning and care of the school garden or home garden, the making of an aquarium, the making of a collection of leaves, twigs, buds and barks of trees of the locality. Experiments in the effects of sunshine and water upon plants, the gathering of information and observation of the characteristics, habits, etc., of common animals, the study of domestic habits of birds in the locality, a study of the common insects, observation of development of the caterpillar from the cocoon to the butterfly, compiling a list of insects beneficial to man and of those which are harmful, a study of living creatures and their enemies may be undertaken.

The children may also make posters, booklets and clay models of living creatures.

The work of the unit will culminate in a nature exhibit at which the objects made or selected by the pupils may be displayed. The parents of the members of another class may be invited to attend the exhibit, and the children may act as guides or lecturers in describing and explaining the exhibit.

The habits of curiosity and observation which should result from these rich experiences with the materials of this unit should be carefully developed and maintained throughout the remainder of the year.

### Unit IV — Part 1

A. PREPARATORY BOOK PAGES 69-72 (PREPARATION FOR PAGES 117-123 IN "WE GROW UP")

Page 69

*New Words*

*Familiar Elements, etc.*

flowers

fl — ow — er

ivy

y

plants

pl — an

### Minimum repetition

flowers: *Preparatory Book*, page 69, 69, 69, 69.

*We Grow Up*, pages 118, 118, 118, 120.

ivy: *Preparatory Book*, pages 69, 69, 69, 70.

*We Grow Up*, page 121, 121, 121, 121.

plants: *Preparatory Book*, page 69, 69, 69, 69.

*We Grow Up*, pages 118, 118, 121, 121.

The children may read the text of the introductory exercise on page 69 and follow the directions. The teacher may if she finds it advisable call attention to the familiar phonograms *pl* and *fl* as in *plants* and *flowers*.

The children may read the text of the co-ordinating exercise and follow the directions. The teacher may point out the fact that the children are to color only the objects specified in the directions.

### Alternate preparatory activities

The teacher may obtain pictures of green plants, flowers, and if possible an actual pot of ivy. Under the pictures she may print descriptive texts using the words *plant*, *flower* and *ivy*.

The teacher may print the following directions on the blackboard:

Draw some flowers.

Make the flowers red and yellow.

Draw an ivy plant. Color the ivy green.

Draw some of the plants in our room.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 69. and may draw a simple picture similar in type to the one on page 69 of the *Preparatory Book*. The teacher may add to the instructions: *Draw Dick's garden.*

## Page 70

## New Words

## Familiar Elements, etc.

bulbs	—
narcissus	ar
pebbles	—
roots	(boots)

## Minimum repetition

bulbs: *Preparatory Book*, page 70, 70, 70, 70.

*We Grow Up*, page 119, 119, 119, 119.

narcissus: *Preparatory Book*, page 70, 70, 70, 70.

*We Grow Up*, pages 119, 119, 120, 120.

pebbles: *Preparatory Book*, pages 70, 70, 71, 71.

*We Grow Up*, pages 119, 119, 124, 156.

roots: *Preparatory Book*, pages 70, 70, 71, 71.

*We Grow Up*, pages 120, 121, 121, 121.

The children may follow the directions for the introductory exercise on page 70. When the work has been completed the teacher may if she feels it advisable call attention to the familiar consonants *b*, *n*, *p* and *r*.

The children may read each group of words in the co-ordinating exercise and select the word which correctly identifies the picture. When the work has been completed the teacher may review the familiar phonograms and initial letters *r*, *b*, *fl*, long *i*, *tr*, *pl*, *p* and *n*. Although the long and short vowels may not be taught at this time the teacher in calling attention to the sound of *i* in *icy* should lead the children to recognize that the long sound is an identifying sound of the letter.

## Alternate preparatory activities

The teacher may work with small groups of children. The children may look at the introductory exercise on page 17 of the teacher's copy of the *Preparatory Book*. They may read the groups of sentences silently and indicate which sentence correctly describes the picture.

The teacher may print on the blackboard the groups of words found in the co-ordinating exercise on page 70 of the Preparatory Book. She may draw simple pictures to illustrate one word in each group and ask the children to decide the word which identifies the picture, or if she prefers she may read aloud one word in each group and ask the children to find the word which she has read.

Page 71

<i>New Words</i>	<i>Familiar Elements, etc.</i>
grapefruit	(fruit) gr, fr
seeds	ee
sunshine	(sun) sh
top	—

### Minimum repetition

grapefruit: *Preparatory Book*, page 71, 71, 71, 71.

*We Grow Up*, page 122, 122, 122, 122.

seeds: *Preparatory Book*, page 71, 71, 71, 71.

*We Grow Up*, pages 122, 122, 122, 123.

sunshine: *Preparatory Book*, page 71, 71, 71, 71.

*We Grow Up*, pages 118, 120, 122, 125.

top: *Preparatory Book*, pages 71, 71, 91, 92.

*We Grow Up*, pages 120, 122, 122, 155.

The children may read the introductory exercise found on page 71. They may work out the new words from the context clues. If a child has difficulty with a word the teacher should assist him in working out the word. The teacher may find it advisable to tell the children the word *grapefruit*.

The children may read each sentence in the co-ordinating exercise and select the word which

correctly completes the sentence. The teacher should encourage the children to refer to the introductory text in determining the correct completing word for each sentence.

When this work has been completed the teacher may if she feels it desirable review the familiar consonants and phonograms *w, d, gr, g, tr, p, and sh*.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 71 of the Preparatory Book. The children may read the material silently and various children may go to the blackboard and follow the directions.

When this work has been completed the teacher may print on the blackboard the coordinating exercise found on page 71. The children may read each sentence silently and select the correct completing word. The teacher should encourage the children to refer to the text in order to determine the correct completing word and evaluate their answers. Various children may go to the blackboard and indicate their choice of completing words.

#### Page 72

#### *New Words*

#### *Familiar Elements, etc.*

care

—

even

en

wait

ai

while

wh

### Minimum repetition

care: *Preparatory Book*, pages 72, 72, 72, 78.

*We Grow Up*, pages 123, 124, 124, 128.

even: *Preparatory Book*, pages 72, 72, 72, 75.

*We Grow Up*, pages 122, 131, 145, 170.

wait: *Preparatory Book*, page 72, 72, 72, 72.

*We Grow up*, pages 121, 145, 187, 213.

while: *Preparatory Book*, pages 72, 72, 72, 74.

*We Grow Up*, pages 121, 122, 178, 187.

The children may follow the directions of the introductory exercise presented on page 72 of the Preparatory Book.

The teacher may find it advisable to explain carefully the technique involved. She may explain that the children are to read each paragraph and are then to select from the three sentences below the paragraph the sentence which in their estimation most logically completes the paragraph.

### **Re-use of Preparatory Book page 72**

The children may reread the material on page 72 and select one paragraph to illustrate. The pictures may be exhibited and the children may attempt to guess which paragraph each picture illustrates.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the introductory exercise presented on page 72 of the Preparatory Book. The children may read each paragraph silently and select from the three sentences below the sentence which most logically completes the paragraph. If the teacher prefers, she may print on the blackboard only the group of sentences from which the children are to make their choice. She may then read each paragraph orally and ask the children to find the sentence which logically completes the paragraph.

### **B. "WE GROW UP," PAGES 117-123**

When the children have completed the work of Preparatory Book pages 69-72, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 117-123 in *We Grow Up*.

#### **Page 117**

The children should examine the chapter title page, studying the picture and reading the title. The teacher should lead them to decide that the materials of the next unit will tell about the things which we find in nature about us.



## Pages 118-122

Teacher: The first story that we are going to read in our new chapter is about plants. This story will tell us about the plants that we will be able to raise in our own schoolroom or in our home. Read this story silently and find out what kind of plants you can grow easily.

The children should read the material silently and may then read portions of it orally to answer the following questions:

1. What is the "green finger"?
2. If we decide to have a garden in the school, where can we put our garden?
3. What will we need if we are going to raise narcissus bulbs?
4. How will we take care of the narcissus bulbs?
5. What other plants can we grow in our window garden?
6. Do you think we should have some ivy?
7. How shall we take care of the ivy?
8. What fruits and vegetables can we use to make plants?

The teacher should encourage the children to try to make a window garden similar to the one described in the story. The children will be particularly interested in carrot plants, sweet potato plants and grapefruit plants. If the teacher desires, committees may be appointed to take care of the garden, to purchase the narcissus bulbs, etc.

## Page 123

Teacher: If we are going to have a garden there is something that we must know about taking care of our garden. Page 123 will tell you some of the things we must know in order to have a fine garden. Read this page silently and find out all you can about gardens.

When the children have read the material silently they may formulate a group of rules on the care of their gardens, either at home or at school. These rules may be printed on the blackboard. In the event the teacher and the children decide to have a window garden in the classroom, these rules may later be printed on oak tag or Manila paper and placed on the bulletin board for future reference.

### Unit IV — Part 2

#### A. PREPARATORY BOOK PAGES 73-79 (PREPARATION FOR PAGES 124-131 IN "WE GROW UP")

Page 73

<i>New Words</i>	<i>Familiar Elements, etc.</i>
food	—
shell	sh (bell)
stone	st
turtle	—

#### Minimum repetition

food: *Preparatory Book*, pages 73, 73, 77, 77.

*We Grow Up*, pages 125, 127, 127, 127.

shell: *Preparatory Book*, pages 73, 73, 77, 77.

*We Grow Up*, pages 125, 130, 130, 130.

stone: *Preparatory Book*, pages 73, 74, 74, 91.

*We Grow Up*, pages 124, 126, 169, 212.

turtle: *Preparatory Book*, page 73, 73, 73, 73.

*We Grow Up*, page 124, 124, 124, 124.

As the children work out the exercises on pages 73-79 in the *Preparatory Book*, it is advisable that they have an opportunity to observe turtles in pet shops or in a pool. Observation should be made of ants and their habits and of the birds common to the locality in which the children reside.

When the children and the teacher have discussed the turtle and his characteristics the children may read the introductory exercise on page 73 of the *Preparatory Book*, selecting the correct descriptive text in each group of sentences.

When this work has been completed they may follow the directions for the co-ordinating exercise found on page 73.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

A turtle is an animal. A turtle has a shell on his back. The turtle can put his head in and out of his shell.

Draw a picture of a turtle.

A pebble is really a very little stone. There are big stones, too. Sometimes stones are used to build the walls of a cellar.

Draw a house that has a stone cellar.

Put an X on the cellar.

People need sunshine.

They need water and food, too.

Plants need water, food and sunshine.

Draw some food that is good for boys and girls.

The children may read the text and follow the directions.

When this work has been completed the teacher may print on the blackboard the pairs of words found in the co-ordinating exercise found on page 73 of the Preparatory Book. She may draw or find simple pictures to illustrate one word of each pair. The children may examine the words and picture and select the word which correctly identifies the picture. Various children may go to the blackboard and indicate the correct word or the teacher may, if she wishes, ask the children to write the correct words on their papers.

sand

(and)

soft

—

start

st—ar

**Minimum repetition**

sand: *Preparatory Book*, pages 74, 74, 74, 76.

*We Grow Up*, pages 126, 126, 130, 130.

soft: *Preparatory Book*, page 74, 74, 74, 74.

*We Grow Up*, pages 125, 129, 146, 229.

start: *Preparatory Book*, pages 74, 74, 74, 75.

*We Grow Up*, pages 126, 129, 150, 186.

The children may read the text of the introductory exercise on page 74 and follow the directions.

When this work has been completed the children may read and follow the directions for the co-ordinating exercise.

**Alternate preparatory activities**

The teacher may print on the blackboard the text of the introductory exercise found on page 74 of the *Preparatory Book*, omitting the directions. She may substitute the following directions:

1. Draw a picture of a loaf of bread.
2. Draw a picture of little children playing in the sand.
3. Draw a picture of three boys. They are going to have a race.

The children may read the text and the directions and may work out the new words from the context clues.

When this work has been completed the teacher may print on the blackboard the four sentences found in the co-ordinating exercise on page 74 of the Preparatory Book. The children may read each sentence silently and draw a picture to illustrate the sentence. The pictures may be exhibited and the children may guess which sentence is illustrated by each picture.

Page 75

<i>New Words</i>	<i>Familiar Elements, etc.</i>
dried	ed (tried)
given	en (give)
try	y
wake	ake

### Minimum repetition

dried: *Preparatory Book*, page 75, 75, 75, 75.

*We Grow Up*, pages 127, 127, 218, 218.

given: *Preparatory Book*, pages 75, 75, 75, 91.

*We Grow Up*, pages 127, 127, 128, 213.

try: *Preparatory Book*, pages 75, 75, 75, 91.

*We Grow Up*, pages 129, 129, 147, 158.

wake: *Preparatory Book*, pages 75, 75, 75, 80.

*We Grow Up*, pages 129, 129, 211, 220.

The children may read the material in the introductory exercise, working out the new words from the clues given. During this work the teacher should call to the children's attention the value of knowing familiar elements or similar words when working out new vocabulary.

When this work has been completed the children may follow the directions for the co-ordinating exercise found on this page.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page 75 of the Preparatory Book. The children may read the text of the introductory exercise, working out the new words from the clues given. The teacher should stress the value of recognizing familiar words or word elements when attempting to work out new words.

The teacher may print on the blackboard the text of the co-ordinating exercises found on page 75 of the Preparatory Book. The children may read each sentence silently and select the word which correctly completes the sentence. Various children may go to the blackboard and indicate the correct completing words. If the teacher prefers, the children may write the correct completing words on their papers.

Page 76

<i>New Words</i>	<i>Familiar Elements, etc.</i>
ants'	an
leaves	—
rock	—

### Minimum repetition

ants': *Preparatory Book*, page 76, 76, 76, 76.

*We Grow Up*, pages 127, 127, 127, 132.

leaves: *Preparatory Book*, page 76, 76, 76, 76.

*We Grow Up*, pages 128, 130, 132, 132.

rock: *Preparatory Book*, page 76, 76, 76, 76.

*We Grow Up*, pages 129, 131, 166, 190.

The children may read the text of the introductory exercise presented on page 76. They may read the sentence which they think is the most logical answer to the question.

When this work has been completed the children may follow the directions of the co-ordinating exercise on this page. When the children are selecting the titles the teacher may

discuss with them the qualities of a good title. She should point out that the title should tell about the story; it should be relatively short; it should not tell about things which are not in the story; and it should not tell the entire story. When the pupils have selected the title which seems to them the most appropriate, they may give their reasons for their choice.

### Re-use of Preparatory Book page 76

The children may reread the introductory exercise on page 76 and draw a picture to illustrate it. They may cut the text from the page and paste it under the picture.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise and the co-ordinating exercises found on page 76 of the Preparatory Book. The children may read the text and work out the new words from the context clues. They may then select the sentence which is in their opinion the best answer to the question.

The children may read the text of the co-ordinating exercises and various children may go to the blackboard and indicate their answers.

### Page 77

<i>New Words</i>	<i>Familiar Elements, etc.</i>
babies	—
bird's	—
hatched	at — ch — ed
lays	ay

### Minimum repetition

babies: *Preparatory Book*, page 77, 77, 77, 77.

*We Grow Up*, pages 130, 131, 131, 131.

bird's: *Preparatory Book*, page 77, 77, 77, 77.

*We Grow Up*, pages 131, 131, 142, 153.



hatched: *Preparatory Book*, pages 77, 77, 91, 91.

*We Grow Up*, pages 130, 131, 131, 139.

lays: *Preparatory Book*, pages 77, 77, 88, 91.

*We Grow Up*, pages 130, 130, 133, 156.

The children may read the text of the introductory exercise on page 77, working out the new words from the context.

When this work has been completed the children may read the questions in the co-ordinating exercise and select the correct answers to the questions. When the work has been completed the teacher should encourage the children to read the material in the introductory exercise in order to verify the answers which the children have selected.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise and the text of the co-ordinating exercise found on page 77 of the *Preparatory Book*. The children may read the text of the introductory exercise silently, working out the new words from the context. They may then read each question in the co-ordinating exercise and select the correct answer. Various children may go to the blackboard and indicate the correct answers. When the work has been completed the teacher should encourage the children to reread the material of the introductory exercise in order to verify the answers to the questions.

Page 78

*New Words*

*Familiar Elements, etc.*

round

found

sure

—

terrible

er

### Minimum repetition

round: *Preparatory Book*, pages 78, 78, 78, 87.

*We Grow Up*, pages 131, 134, 135, 135.

sure: *Preparatory Book*, pages 78, 78, 78, 91.

*We Grow Up*, pages 131, 133, 150, 185.

terrible: *Preparatory Book*, pages 78, 78, 91, 112.

*We Grow Up*, page 132, 132, 132, 132.

The children may read the material of the introductory exercise found on page 78. The teacher should encourage the children to draw the lines under complete sentences. When this work has been completed the children may follow the directions for the co-ordinating exercises on page 78. During this work the teacher should stress the value of recognizing familiar word elements or words in other words.

### Re-use of Preparatory Book page 78

The children may select one paragraph in the text of the introductory exercise and may illustrate it. The pictures may be exhibited and the children may guess which paragraph is illustrated by each picture.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 78 of the *Preparatory Book*. The children may read the material silently and various children may go to the blackboard and follow the directions.

The teacher should instruct the children to draw the lines under complete sentences.

The teacher may print on the blackboard the text of the co-ordinating exercises on page 78. The children may read the directions and follow them. Various children may go to the blackboard and indicate the correct marking of each word.

### Page 79

#### *No New Words*

The children may read the text of the review exercise presented on page 79. At this time the teacher may present the phonograms *ell*, *and* and may review the phonograms *wh* and *et*.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the review exercise found on page 79 of the Preparatory Book. The children may read each sentence silently and select the word which correctly completes the sentence. The teacher may present the phonograms *ell*, *and* and she may review the phonograms *wh* and *et*.

#### B. "WE GROW UP," PAGES 124-131

When the children have completed the work of Preparatory Book pages 73-79, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 124-131 in *We Grow Up*.

#### Pages 124-131

The teacher should recall to the children's minds the various discussions about turtles.

Teacher: Did you know that the turtle makes a good pet? Any child who has had a turtle as a pet may tell what he knows about turtles. The teacher may then tell the children that the next story will give them complete directions for the care of a turtle. She may suggest that they read the story silently and then tell whether they think that the class might keep a turtle in the schoolroom.

It is recommended that the children read the entire assignment silently. However, if the teacher finds it preferable she may divide the story at the logical points.

After the silent reading the children should discuss whether or not the class should keep a turtle in the schoolroom. They should discuss how the turtle should be cared for and the responsibility involved in having the turtle for a pet. Oral reading of appropriate parts of the story may accompany the discussion.

The teacher may ask the following questions to motivate rereading and retelling of the story and to assist the children in the discussion:

1. Do you think that we should have a turtle in our room?
2. What things does a turtle need?

3. How many of these things do we have?
4. What would we need to obtain?
5. How should we build a house for the turtle?
6. What kind of food does the turtle need?
7. What do turtles do in the winter?
8. Do you know of any other animal that sleeps all winter?
9. Will a pet turtle always sleep all winter?
10. Where do turtles lay their eggs?

### Enrichment activities

If it is at all possible, the teacher should arrange that a turtle be kept in the schoolroom for study and observation by the children. Various children can have the responsibility of caring for the turtle, of building the turtle's house, etc.

### Unit IV — Part 3

A. PREPARATORY BOOK PAGES 80-83 (PREPARATION FOR PAGES 132-141 IN "WE GROW UP")

Page 80	<i>New Words</i>	<i>Familiar Elements, etc.</i>
	butterfly	er — fl (fly)
	caterpillar	(cat) er — ill — ar
	cocoon	—
	creature	—
	enemies	en

### Minimum repetition

butterfly: *Preparatory Book*, pages 80, 80, 80, 81.

*We Grow Up*, page 134, 134, 134, 134.

caterpillar: *Preparatory Book*, page 80, 80, 80, 80.

*We Grow Up*, pages 133, 135, 135, 135.

cocoon: *Preparatory Book*, page 80, 80, 80, 80.

*We grow Up*, pages 139, 139, 141, 141.

creature: *Preparatory Book*, pages 80, 80, 91, 91.

*We Grow Up*, page 132, 132, 132, 132.

enemies: *Preparatory Book*, pages 80, 80, 86, 86.

*We Grow Up*, pages 135, 135, 136, 136.

Before the work of this page is undertaken the children should discuss the life cycle of the caterpillar. The children may read the introductory exercise on page 40, working out the new words from the context and from the pictures.

When this work has been completed the children may read the material of the co-ordinating exercise and follow the directions.

### **Re-use of Preparatory Book page 80**

The children may draw pictures depicting three phases of caterpillar life. They may cut out the descriptions and paste the correct description under each illustration.

### **Alternate preparatory activities**

The teacher may bring to the classroom or draw simple pictures of a caterpillar, a butterfly and a cocoon. The teacher may print the following text on the blackboard:

This is a caterpillar. The caterpillar  
is a queer creature.

A caterpillar has many enemies. Birds  
like to eat caterpillars. So the birds  
are the caterpillar's enemies.

A caterpillar makes a cocoon. This is a  
picture of a cocoon. Soon a butterfly  
will come out of the cocoon.

This is a picture of a butterfly. Look at the picture and find out all that you can about the butterfly.

The children may read the text and examine the pictures. They may then discuss the pictures and read the text orally.

The teacher may print the following directions on the blackboard:

A caterpillar is on the tree.

Draw a picture of the caterpillar

Color the caterpillar brown.

The caterpillar makes a cocoon. When he is ready, he will sleep.

Draw a picture of the cocoon.

At last the caterpillar wakes up. When he comes out of the cocoon he is a yellow butterfly.

Draw a picture of a yellow butterfly.

Page 81

<i>New Words</i>	<i>Familiar Elements, etc.</i>
false	—
real	(really)
swallowtail	ow — ai (tail)
wings	ing

Minimum repetition

false: *Preparatory Book*, pages 81, 81, 81, 91.

*We Grow Up*, pages 135, 135, 136, 136

real: *Preparatory Book*, pages 81, 81, 91, 91.

*We Grow Up*, pages 135, 135, 189, 223.

swallowtail: *Preparatory Book*, pages 81, 81, 82, 91.

*We Grow Up*, pages 134, 134, 134, 136.

wings: *Preparatory Book*, pages 81, 81, 88, 88,

*We Grow Up*, pages 140, 141, 154, 154.

The teacher should explain to the children that the name *swallowtail* is given this particular butterfly because of its shape. If the teacher wishes she may show pictures of other common butterflies. The children may read the text of the introductory exercise on page 81 and follow the directions. The teacher may find it advisable to tell the children the word *swallowtail*, and if necessary may assist the children in working the other new vocabulary.

When this work has been completed the children may follow the directions for the co-ordinating exercise.

### Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences presented in the introductory exercise presented on page 81 of the *Preparatory Book*. She may draw or find simple pictures to illustrate one sentence of each group. The children may read the groups of sentences and find the sentence which describes the picture. If the teacher prefers, she may print the correct sentence of each group on the blackboard and assist the children in reading the sentence. The children may reread the sentences silently and draw pictures to illustrate the sentences.

The teacher may print on the blackboard the four sentences presented in the co-ordinating exercise on page 81. The children may read the sentences silently and may draw pictures to illustrate the sentences. When the pictures have been drawn they may be exhibited and the children may guess which sentence each picture illustrates.



## Page 82

*New Words**Familiar Elements, etc.*

beautiful	—
learn	—
pretty	y
ugly	y

## Minimum repetition

beautiful: *Preparatory Book*, pages 82, 82, 82, 84.

*We Grow Up*, pages 141, 143, 160, 162.

learn: *Preparatory Book*, page 82, 82, 82, 82.

*We Grow Up*, pages 137, 138, 143, 158.

pretty: *Preparatory Book*, page 82, 82, 82, 82.

*We Grow Up*, pages 138, 140, 160, 161.

ugly: *Preparatory Book*, pages 82, 82, 82, 91.

*We Grow Up*, pages 138, 138, 139, 139.

The children may read the text of the introductory exercise and follow the directions. They may work out the new words from the context and from the pictures.

When this work has been completed the children may follow the directions for the co-ordinating exercise on page 82.

**Alternate preparatory activities**

The teacher may print on the blackboard the text of the introductory exercise presented on page 82 of the *Preparatory Book*, omitting the directions. She may substitute the following directions:

1. Draw a picture of a boy who is learning how to read.
2. Draw a picture of an old, ugly house.

3. Draw a picture of the pretty toy that Mother bought for Jane.

4. Draw a picture of the big, white boat as it rides across the ocean.

When the children have read the text and followed the directions the teacher may print the following sentences on the blackboard:

1. Tom learned to ride a horse.

2. Jane wears pretty clothes.

3. The swallowtail butterfly is beautiful.

The children may read the sentences and may draw pictures to illustrate the sentences. When the pictures have been completed the children may examine the pictures and guess which sentence has been illustrated by each picture.

Page 83

<i>New Words</i>	<i>Familiar Elements, etc.</i>
must	st
myself	(my)
own	ow
tiny	y

Minimum repetition

must: *Preparatory Book*, pages 83, 83, 83, 86.

*We Grow Up*, pages 137, 138, 147, 148.

myself: *Preparatory Book*, pages 83, 83, 83, 91.

*We Grow Up*, pages 138, 139, 221, 239.

own: *Preparatory Book*, pages 83, 83, 83, 90.

*We Grow Up*, pages 137, 139, 157, 233.

tiny: *Preparatory Book*, pages 83, 83, 83, 91.

*We Grow Up*, pages 139, 139, 139, 149.

The teacher should explain carefully the technique involved in the introductory exercise presented on page 83. This work should be highly informal in character and the children should not assume that they are taking a test. If the teacher feels it advisable, she may ask the children to read parts of the text orally before continuing with the exercise. Throughout the work of this page the teacher should stress the value of using context clues in working out new words.

When the children have completed the work of the introductory exercise they may follow the directions for the co-ordinating exercise on page 83. The teacher may if she desires use the results of this exercise as an indication of the child's comprehension. She should not, however, consider it a formal test.

### Alternate preparatory activities

The teacher may print on the blackboard the introductory exercise presented on page 83 of the *Preparatory Book*. She should make sure that the children understand the technique involved and during this work should stress the value of using context clues when working out new words. If the teacher finds it advisable, she may ask the children to read the material of the first group of sentences orally.

When the work of the introductory exercise has been completed the teacher may print on the blackboard the text of the co-ordinating exercise on page 83 of the *Preparatory Book*. The children may read each sentence and select the correct completing word. Various children may go to the blackboard and indicate the correct completing words, or if the teacher prefers she may ask the children to write the correct completing words on their papers.

## B. "WE GROW UP," PAGES 132-141

When the children have completed the work of Preparatory Book pages 80-83, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 132-141 in *We Grow Up*.

**Pages 132-141**

Teacher: Which is bigger, an ant or a caterpillar? Did you ever stop to think how much bigger a caterpillar is than an ant? We are going to read a story about an ant and a caterpillar and a butterfly. In this story the author has imagined what the ant might think when she met a big caterpillar. This story begins on page 132 and ends at the bottom of page 141. Read the story and find out what the author decided the ant might think of the caterpillar.

The children should be encouraged to read the material independently but the teacher should give prompt attention to any child who needs it. Discussion and oral reading may follow the silent reading of the story.

When the material has been read silently and discussed, the teacher may ask the following questions:

1. What was the "terrible" creature?
2. What made the caterpillar look so terrible?
3. Why did the caterpillar have a false face?
4. Do all caterpillars have false faces?
5. How did the butterfly know so much about the caterpillar?
6. What did the ant tell about himself?

**Enrichment activities**

The children may make a poster showing the different phases in the development of a butterfly.

The children may find out how ants live and work. They may read about and discuss ant colonies.

The children may find out about other insects common in the locality.

## Unit IV — Part 4

## A. PREPARATORY BOOK PAGES 84-88 (PREPARATION FOR PAGES 142-152 IN "WE GROW UP")

Page 84	<i>New Words</i>	<i>Familiar Elements, etc.</i>
	hammock	—
	maple	—
	porch	ch
	rope	—

## Minimum repetition

hammock: *Preparatory Book*, page 84, 84, 84, 84.

*We Grow Up*, pages 143, 145, 146, 148.

maple: *Preparatory Book*, page 84, 84, 84, 84.

*We Grow Up*, page 143, 143, 143, 143.

porch: *Preparatory Book*, page 84, 84, 84, 84.

*We Grow Up*, pages 142, 143, 144, 144.

rope: *Preparatory Book*, page 84, 84, 84, 84.

*We Grow Up*, page 146, 146, 146, 146.

The children may read the text of the introductory exercise on page 84 and follow the directions. They may work out the new words from the context and from the pictures.

When the children have completed the work of the introductory exercise they may follow the directions for the co-ordinating exercise.

## Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Tom lives in a house near the river.  
On the outside of Tom's house is a big

porch. Tom likes to sit on the porch, for he can see the river.

In the yard are two big maple trees. Between the two maple trees Tom's father has hung a hammock. Tom likes to swing in the hammock.

The hammock is tied to the trees with ropes. These ropes are big and heavy and they will hold the hammock.

Draw a big picture of Tom's house. Be sure to show the porch and the two maple trees.

Draw the hammock.

The children may read the text and follow the directions.

Page 85

*New Words*

*Familiar Elements, etc.*

between

be — ee

branch

br — an — ch

close

cl

friendly

fr, en (end) y

Minimum repetition

between: *Preparatory Book*, pages 85, 85, 91, 91.

*We Grow Up*, pages 143, 148, 149, 149.

branch: *Preparatory Book*, pages 85, 85, 87, 91.

*We Grow Up*, pages 147, 147, 151, 151.

close: *Preparatory Book*, pages 85, 85, 91, 104.

*We Grow Up*, pages 114, 145, 150, 150.

friendly: *Preparatory Book*, pages 85, 85, 91, 91.

*We Grow Up*, pages 144, 145, 166, 169.

The children may follow the directions for the introductory exercise on page 85. They may work out the new words from the context clues and from the pictures. If the teacher finds it necessary she may assist the children in working out the new words.

When this exercise has been completed the children may follow the directions for the co-ordinating exercise.

### Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 85 of the teacher's copy of the *Preparatory Book*. They may read each group of sentences in the introductory exercise and select the one which correctly identifies the picture. The teacher may then print these sentences on the blackboard. The children may reread the sentences silently and may draw pictures illustrating them. The pictures may be exhibited and the children may guess which sentence is illustrated by each picture.

When this work has been completed the teacher may print on the blackboard the four sentences presented in the co-ordinating exercise presented on page 85 of the *Preparatory Book*. The children may read each sentence silently and may draw a picture to illustrate it.

Page 86

*New Words*

*Familiar Elements, etc.*

quiet

et

soon

—

string

st, ing

watch

ch

### Minimum repetition

quiet: *Preparatory Book*, pages 86, 86, 86, 91.

*We Grow Up*, pages 150, 151, 181, 208.



soon: *Preparatory Book*, page 86, 86, 86, 86.

*We Grow Up*, pages 150, 151, 170, 174.

string: *Preparatory Book*, page 86, 86, 86, 86.

*We Grow Up*, pages 149, 149, 151, 151.

watch: *Preparatory Book*, pages 86, 86, 86, 91.

*We Grow Up*, pages 150, 151, 152, 155.

The children may read the text of the introductory exercise on page 86. They may work out the new words from the context. The teacher should give them assistance if it is needed but the children should be encouraged to work out the words independently.

When the children have read the text of the introductory exercise they may read the sentences found in the co-ordinating exercise and select the word which correctly completes each sentence.

When this work has been completed the teacher should encourage the children to consult the text of the introductory exercise in order to verify and justify their selection of answers. As the work of the second-grade period progresses the children should become more and more aware of the use of reading material for reference purposes.

### **Re-use of Preparatory Book page 86**

The children may reread the story in the introductory exercise. They may cut the text from the page. The children may draw pictures illustrating the story. They may paste the text under the pictures.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the introductory exercise found on page 86 of the *Preparatory Book*. She may also print on the blackboard the text of the co-ordinating exercise found on page 88.

The children may read the text of the introductory exercise, working out the new words

from the context. If assistance is needed the teacher should give it, but the children should be encouraged to work independently.

When the children have read the material of the introductory exercise they should read the sentences of the co-ordinating exercise and select the word which correctly completes each sentence. Various children may go to the blackboard and indicate the correct completing word.

When this work is completed the teacher should encourage the children to reread the material of the introductory exercise in order to verify and justify their selection of answers.

Page 87

*New Words*

*Familiar Elements, etc.*

ball

all

cheek

ch, ee

cotton

ot

mouth

—

### Minimum repetition

ball: *Preparatory Book*, page 87, 87, 87, 87.

*We Grow Up*, pages 149, 149, 149, 150.

cheek: *Preparatory Book*, page 87, 87, 87, 87.

*We Grow Up*, pages 146, 151, 165, 167.

cotton: *Preparatory Book*, pages 87, 87, 87, 91.

*We Grow Up*, page 149, 149, 149, 149.

mouth: *Preparatory Book*, pages 87, 87, 87, 91.

*We Grow Up*, pages 146, 151, 151, 157.

The children may read the text of the introductory exercise presented on page 87 and may work out the new words from the context and from the pictures.

When the children have completed the work of the introductory exercise they may follow the directions for the co-ordinating exercise.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Draw a picture of a clown's face.  
 Make the clown's nose long and pointed.  
 Make his eyes big and black.  
 Make his cheeks red.  
 Color the end of his nose blue.

Draw a jack-o'-lantern.  
 Draw two eyes for the jack-o'-lantern.  
 Draw a nose for the jack-o'-lantern.  
 Draw a big mouth.

Draw two children.  
 The children would like to play ball.  
 Draw a ball for the children.  
 Make the ball red and white.

Tom made a picture of winter on the sand table. He used cotton for snow. He put the cotton on the ground and on the roof of a house.

Draw a picture of the snow picture Tom made.

The teacher may print on the blackboard the pairs of sentences found in the co-ordinating exercise on page 87 of the Preparatory Book, omitting the pair, *The mouth has teeth* and *The mouth has toys*.

The children may read the sentences silently and select sentences to illustrate.

The drawings may be exhibited and the children may guess which sentence has been illustrated by each picture. If the children wish, they may print the sentences at the bottom of the pictures.

Page 88

*New Words*

*Familiar Elements, etc.*

hurt

—

south

(mouth)

spent

en

### Minimum repetition

hurt: *Preparatory Book*, pages 88, 88, 88, 91.

*We Grow Up*, pages 151, 151, 175, 175.

south: *Preparatory Book*, pages 88, 88, 91, 91.

*We Grow Up*, pages 153, 153, 158, 238.

spent: *Preparatory Book*, pages 88, 90, 91, 99.

*We Grow Up*, pages 152, 152, 200, 201.

The children may read the text of the introductory exercise, working out the new words from the context. During the work of this exercise the teacher should stress the value of using printed materials for reference and verification.

When the children have completed the work of the introductory exercise they may follow the instructions for the co-ordinating exercise. The teacher should make it clear that the children are to read each word in the first column and find a related word in the second column.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 88 of the *Preparatory Book*. The children may read the text and find the answers to the questions. Various children may go to the blackboard and indicate the sentences which answer the questions.

The teacher may print on the blackboard the instructions and columns of words found in the co-ordinating exercise on page 88. She may explain the technique involved and make sure that the children understand that they are to read each word in the first column and find a similar and related word in the second column. Various children may go to the blackboard and follow the directions, or if the teacher prefers the children may write the pairs of related words on their papers.

#### B. "WE GROW UP," PAGES 142-152

When the children have completed the work of Preparatory Book pages 84-88, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 142-152 in *We Grow Up*.

##### Pages 142-152

Prior to the reading of the story on pages 142-152 there should be a general discussion of squirrels. During the discussion the teacher should differentiate carefully through description and pictures between the red squirrel and the gray squirrel. Most children will have some information to contribute.

If possible an excursion to a nearby park or woods should be arranged so that the children can see the squirrels. If such an excursion is made the children should plan before they make their trip the various things that they will look for.

The children should attempt to find out something about the general appearance of squirrels, where they live, what they eat, their habit of carrying nuts in their cheeks, how they secure food for the winter, the unfriendliness of red and gray squirrels.

The story on pages 142-152 should be read silently by the children. It is recommended that the children read the entire story. However, if the teacher wishes the story may be divided into suitable parts.

When the material has been read silently the children should discuss the story and read parts of it orally to prove their answers or to find pertinent details.

The following questions may be asked by the teacher to encourage rereading:

1. Describe the house in which Jack and Jane lived. Describe the yard, too.
2. What kinds of squirrels lived in their yard?
3. Which kind of squirrels were more friendly?
4. Why did the children call one squirrel "Little Red"?
5. What was Little Red doing to the hammock?
6. Why was Little Red cutting the rope of the hammock?
7. What did Little Red do with the rope when he had cut it?
8. What did Jack and Jane decide to do?
9. Describe everything that happened after the children put out the small balls of cotton and the pieces of string.

### Enrichment activities

The children may find out how other animals and birds build their nests.

The children may find out the common ways of winter life and protection.

If the season is appropriate the children may put out materials which birds may use for building their nests.

If the story is read in the wintertime, the children will enjoy putting out seeds and suet for the birds.

### Unit IV — Part 5

A. PREPARATORY BOOK PAGES 89-91 (PREPARATION FOR PAGES 153-158 IN "WE GROW UP")

Page 89

*New Words*

*Familiar Elements, etc.*

duck

—

penguin

en

slide

sl

swim

—

## Minimum repetition

duck: *Preparatory Book*, page 89, 89, 89, 89.

*We Grow Up*, pages 155, 155, 158, 158.

penguin: *Preparatory Book*, pages 89, 89, 89, 90.

*We Grow Up*, page 153, 153, 153, 153.

slide: *Preparatory Book*, page 89, 89, 89, 89.

*We Grow Up*, pages 155, 155, 158, 229.

swim: *Preparatory Book*, pages 89, 89, 90, 91.

*We Grow Up*, pages 154, 154 154, 155.

The material on pages 89-91 of the *Preparatory Book* lists the vocabulary of the context necessary for the clear understanding of the story about the penguins which is the topic of the next story in the Reader. The teacher should have on hand pictures of penguins. Children find these birds very appealing with their amusing resemblance to little men with white shirts and black tail coats. Since the habitat of the penguin is the Antarctic region the children should learn something about the characteristics of the extremely cold portions of the earth. It is important that the children at this stage begin to learn that while it is not possible for every individual to enjoy all the educative experiences he wishes to, it is possible to obtain many of these experiences vicariously through the use of books.

When the children have discussed the penguin, the work of *Preparatory Book* page 89 may be introduced. The children may read the text of the introductory exercise and follow the directions. They may work out the new words from the context and the pictures. The teacher may find it advisable to tell the children the word *penguin*.

The children may follow the directions for the co-ordinating exercise. At this time the teacher may present the phonograms *sl* and *ound*.



### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

A penguin is a black and white bird.  
A penguin looks like a funny little man.  
Look at the picture of the penguin.  
Draw a penguin.

A duck is a bird, too. Ducks like the water.

Draw a duck in the water.

Fish swim in the water. They have to live in the water.

Draw a fish. Show that the fish is in a bowl of water.

We have a slide on our playground.  
Children like to go down the slide.

Draw a picture of the playground.

Draw a slide on the playground. Show the children going down the slide.

The children may read the directions and draw pictures. The teacher should of course have a picture of penguins for the first direction.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 89 of the Preparatory Book. She may draw or find simple pictures to illustrate one sentence of each pair. The children may read the sentences and select the sentence which correctly describes the picture. The teacher may present at this time the phonograms *sl* and *ound*.

Page 90

*New Words**Familiar Elements, etc.*

air

—

catch

at, ch (cat)

lies

flies

oil

—

Minimum repetition

air: *Preparatory Book*, pages 90, 90, 90, 91.*We Grow Up*, pages 154, 155, 237, 237.catch: *Preparatory Book*, pages 90, 90, 90, 91.*We Grow Up*, pages 157, 157, 178, 219.lies: *Preparatory Book*, page 90, 90, 90, 90.*We Grow Up*, pages 155, 155, 158, 187.oil: *Preparatory Book*, page 90, 90, 90, 90.*We Grow Up*, pages 158, 158, 164, 165.

The material of the introductory exercise gives the children practice in drawing conclusions which are implied but not expressed in the reading material. This type of exercise is important not only in training the child to draw conclusions but because of the many important reading abilities dependent upon successful work in drawing conclusions. The teacher should make sure that the children understand the technique involved in the exercise. The children may read the text of the introductory exercise and select the correct answer to each question. When these answers have been selected they should be discussed by the class. Reasons should be given for their selection and the text should be reread to verify or justify the conclusions.

When this work has been completed the children may read each sentence in the co-ordinating exercise and select the word which correctly completes each sentence.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 90 of the *Preparatory Book*. She should explain carefully exactly what the children are to do.

The children may read the material silently and select the logical answer to each question. These answers should be discussed by the class and the material should be reread to verify or justify the conclusions.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 90 of the Preparatory Book. The children may read each sentence and select the correct completing word. Various children may go to the blackboard and indicate the correct words or, if the teacher prefers, the children may write the correct completing words on their papers.

#### Page 91

#### *No New Words*

The exercise on page 91 constitutes a vocabulary test which tests the vocabulary appearing in Unit IV of *We Grow Up*. The teacher should offer no assistance or suggestions to the children, although she should make sure that each child understands the technique involved in the exercise.

No re-use is suggested for this page since the teacher will probably wish an objective record of each child's progress.

The teacher may examine the papers and prescribe any needed remedial treatment.

#### Alternate preparatory activities

The teacher may print on the blackboard the groups of words found on page 91 of the Preparatory Book. As she will probably wish an objective record of each child's progress, it is suggested that she number the words in each group. She may instruct the children to read each group of words and find the two words which are identical. They may then write the numbers of the identical words on their papers.

#### B. "WE GROW UP," PAGES 153-158

When the children have completed the work of Preparatory Book pages 89-91, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 153-158 of *We Grow Up*.

When the children have read the material in *We Grow Up* the teacher may administer the comprehension test based on Unit 4 and found on page 92 of the Preparatory Book.

**Pages 153-158**

The children and the teacher may recall their discussion of penguins and the teacher may show again the pictures of these birds which the children have already seen and studied. She may ask the children to suggest other things which they would like to know about penguins. She may then suggest that the children read the story about penguins and find out all they can. She may suggest to the children that although it is almost impossible to observe penguins and learn about them from first-hand observation, it is possible to find out a good deal about penguins from the story in the book. She should lead the children to realize that many of the educative experiences, although difficult to experience actually, may be experienced vicariously through books.

It is recommended that the children read the story silently in its entirety. However, if the teacher prefers the story may be divided into two sections.

When the children have read the material silently they may discuss the story and may tell the various points that they have learned about penguins. This information may be listed on the blackboard. The children should be encouraged to reread the material to verify the information which they give and to justify their conclusions.

When this work has been concluded the teacher may, if she wishes, ask the following questions:

1. Where do penguins live?
2. What kind of animals are penguins?
3. How do penguins use their wings?
4. Why can't penguins stay under water all the time?
5. What animals are enemies of the penguins?
6. How are penguins protected?
7. Where do penguins make their nests?
8. How do they make their nests?
9. Describe the baby penguins.
10. How are the baby penguins cared for?
11. How does the mother penguin teach her babies to swim?

## BOOKS FOR THE LIBRARY TABLE

## Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Baker.	<i>Three for an Acorn.</i>	Dodd.
Bryan.	<i>Johnny Penguin.</i>	Doubleday.
Craig and Baldwin.	<i>Out-of-Doors.</i>	Ginn.
Craig and Burke.	<i>We Look About Us.</i>	
Patch and Howe.	<i>Hunting.</i>	Macmillan.

## Other books to read

Duplaix.	<i>Pee-gloo.</i>	Harper.
Garbutt.	<i>Timothy.</i>	Oxford.
Jenkins.	<i>The Children Make a Garden.</i>	Doubleday.
Lida.	<i>Pompom, the Little Red Squirrel.</i>	Harper.
Patch.	<i>Holiday Meadow.</i>	Macmillan.
	<i>Holiday Pond.</i>	
Torrey.	<i>About a Bee.</i>	Oxford.

## Books to be read to the children

Atkinson.	<i>Skinny, the Gray Fox.</i>	Viking.
Dubois.	<i>Peter and Penny Plant a Garden.</i>	Stokes.
Flack.	<i>Tim Tadpole and the Great Bullfrog.</i>	Doubleday.
	<i>Walter, the Lazy Mouse.</i>	
Morgan.	<i>An Aquarium Book for Boys and Girls.</i>	Scribner.
Shackelford.	<i>Now for Creatures!</i>	

## Poems to be read to the children

- "Ducks' Ditty," by Harrington, from *Ring-A-Round* (Macmillan).  
 "Firefly," by Roberts, from *Sung under the Silver Umbrella* (Macmillan).

- "Happy Birds," by Harrington, from *Ring-A-Round* (Macmillan).  
 "Names," by Aldis, from *Sung under the Silver Umbrella* (Macmillan).  
 "The Blackbird," by Wolfe, from *Sung under the Silver Umbrella* (Macmillan).  
 "The Little Turtle," by Lindsay, from *Sung under the Silver Umbrella* (Macmillan).  
 "White Butterflies," by Harrington, from *Ring-A-Round* (Macmillan).

### Suitable games

Bancroft.	<i>Games</i> (Flowers and the Wind).	Macmillan.
	<i>Games</i> (Flower Match).	
	<i>Games</i> (Frog in the Middle).	
	<i>Games</i> (Garden Scamp).	
	<i>Games</i> (Grass Blade).	
	<i>Games</i> (Leapfrog).	
	<i>Games</i> (Letting Out the Doves).	
	<i>Games</i> (Moon and Morning Stars).	
	<i>Games</i> (Still Pond; No More Moving!).	

### Recommended films

Bird Homes	Eastman Classroom Films.
Butterflies.	Erpi Classroom Films, Inc.
Frogs, Toads and Salamanders.	Eastman Classroom Films.
From Fruit to Flower.	Eastman Classroom Films.
Gray Squirrel.	Erpi Classroom Films, Inc.
Pacific Coast Salmon.	Eastman Classroom Films.
Robin Redbreast.	Erpi Classroom Films, Inc.
Some Friendly Birds.	Eastman Classroom Films.
Wild Flowers.	Eastman Classroom Films.



## Chapter VI

### DAILY LESSON PLAN FOR UNIT V — "INDIAN STORIES"

#### Topic

This unit comprises a group of stories about Indians. With the exception of the last story in the unit these stories are the fables and the folklore of the Indians. The lesson plan offers suggestions for developing a rich background of knowledge concerning the life and customs of the Indians. The teacher should note the authentic Indian costumes and lodges, and should particularly call attention to the pictures during the reading of this unit. The teacher may find it advisable for example to point out the chaps worn by the Indian braves in the picture on page 73. She may tell the children that it is thought the cowboys' chaps were developed from these worn by the Indians. The short chaps which come to the calf of the leg are worn to protect the legs against snakes when the Indians are hunting. The longer chaps are designed to protect the legs from brambles and brush scratches when the Indians are riding through the brush.

The teacher should also call attention to the pictures on pages 160-161. She may point out that the shield for the doorway of the Indian lodge is an adjustable shield. It can be turned at any angle or drawn in against the lodge. It was used for purposes of ventilation.

As the children read the material of the unit the teacher should encourage careful observation of the pictures to the end that the children may learn many things about the customs of the Indians. In this way the story will be read in a setting rich with information, so that they will appear not merely as interesting tales but as sources of information and understanding.

This unit consists of pages 159-196 of *We Grow Up* and pages 93-108 of the Preparatory Book. The sequence of lessons is as follows:

*Preparatory Book* pages 93-96 (or alternate preparatory activities)

*We Grow Up* pages 159-170

*Preparatory Book* pages 97-100 (or alternate preparatory activities)

*We Grow Up* pages 171-178



*Preparatory Book* pages 101–103 (or alternate preparatory activities)

*We Grow Up* pages 179–188

*Preparatory Book* pages 104–107 (or alternate preparatory activities)

*We Grow Up* pages 189–196

*Preparatory Book* page 108 comprises a comprehension test based on the stories in Unit V of *We Grow Up*.

### **Related activities**

Pictures and illustrated books of Indian life should be available for the children's use. If a museum of history or a collection of Indian material is available in the community, the teacher should arrange excursions to these exhibits as a means of introducing her class to the objects used by Indians. Specimens of Indian weaving, pottery and other crafts should if possible be brought into the classroom.

If the locality contains sites connected with early Indian habitations, they should be called to the children's attention, and stories connected with them should be told.

As the work of the unit progresses, particularly after the children have studied the picture on the unit page, an Indian village may be set up in the classroom. The children may study the pictures carefully and plan their village in accordance with the pictures.

The children may construct a wigwam and set it up in the schoolroom or out of doors. They should make it as much like a real Indian tepee as possible. The teacher may point out that the skins or coverings used on wigwams were attached to the three main poles of the tepee; that the poles were hoisted into position and the skin was raised with the poles. Additional poles could then be inserted and the skins wrapped around to afford adequate covering. In constructing the village or the tepee, the children may wish to indicate how the Indians cared for their horses. The teacher should point out that the horse was an invaluable ally and friend to the Indian, and consequently the Indian took great care of his horse. Most Indian horses were wild, spirited creatures. For this reason the Indian had to use extreme caution when tying his horse so that the horse would not hurt himself. Horses were customarily tied to a willow thicket. The

teacher may point out that the willow tree bends easily and returns to an upright position much in the way that a spring acts. For this reason the horse could move as far afield as the length of the rope and willow thicket would permit, but the horse ran no danger of becoming entangled in the slack of the rope and breaking a leg.

### Unit V — Part 1

A. PREPARATORY BOOK PAGES 93-96 (PREPARATION FOR PAGES 159-170 IN "WE GROW UP")

Page 93	<i>New Words</i>	<i>Familiar Elements, etc.</i>
	hair	(air)
	Indian	—
	sisters	er

#### Minimum repetition

hair: *Preparatory Book*, pages 93, 93, 95, 100.

*We Grow Up*, pages 160, 164, 164, 165.

Indian: *Preparatory Book*, page 93, 93, 93, 93.

*We Grow Up*, pages 159, 160, 160, 164.

sisters: *Preparatory Book*, page 93, 93, 93, 93.

*We Grow Up*, pages 160, 160, 160, 162.

The children may follow the directions for the introductory exercise presented on page 93. They may work out the new words from the context and the pictures.

When this work has been completed the children may follow the directions for the co-ordinating exercise.

#### Alternate preparatory activities

The teacher should develop the word *Indian* through the use of pictures. When this work has been completed the teacher may print the following directions on the blackboard:

Draw a picture of an Indian.  
 Most Indians have black hair.  
 Draw some black hair on the Indian.  
 Give the Indian a red blanket.

Draw two Indian girls. These two girls  
 are sisters.  
 Draw a picture of their father.

The teacher may print on the blackboard the four sentences presented in the co-ordinating exercise on page 93 of the Preparatory Book. The children may read the material silently and draw pictures to illustrate the sentences. The pictures may be exhibited and the children may guess which sentence has been illustrated by each picture.

#### Page 94

<i>New Words</i>	<i>Familiar Elements, etc.</i>
became	be (came)
feast	st
ragged	ed
rags	—
wish	sh

#### Minimum repetition

became: *Preparatory Book* pages 94, 95, 101, 105.

*We Grow Up*, pages 170, 173, 181, 188.

feast: *Preparatory Book*, pages 94, 94, 95, 101.

*We Grow Up*, page 163, 163, 163, 163.

ragged: *Preparatory Book*, pages 94, 95, 107, 108.

*We Grow Up*, pages 162, 163, 165, 168.

rag: *Preparatory Book*, pages 94, 94, 95, 103.

*We Grow Up*, pages 162, 162, 162, 163.

wish: *Preparatory Book*, pages 94, 95, 96, 101.

*We Grow Up*, pages 162, 163, 163, 185.

The children may read the introductory exercise presented on page 94. The children are familiar with the technique involved in this exercise but if the teacher feels it advisable she may explain the technique again. Although the teacher should be sure that the children understand what they are to do, it is advisable that the teacher should not make any suggestions or corrections, once the work has begun. In this way the teacher will have an objective record which will indicate the child's ability to use context clues in working out new vocabulary.

The teacher should note that the word *ragged* is considered a new word, since the concept of the word *ragged* is somewhat different from that of the root form *rag*.

### **Re-use of Preparatory Book page 94**

The children may select a few of the sentences presented on page 94 to illustrate. The pictures may be exhibited and the children may guess which sentence each picture illustrates.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the introductory exercise presented on page 94 of the *Preparatory Book*. The children may read each sentence and find a synonymous sentence. Although the children are familiar with the technique involved in this exercise, the teacher may, if she finds it advisable, explain the technique used. Various children may go to the blackboard and indicate the correct sentences, or if the teacher prefers she may number the sentences in each group and ask the children to write on their papers the numbers of the synonymous sentences.

Page 95

*New Words**Familiar Elements, etc.*

great

gr

noise

—

pool

—

wash

sh

**Minimum repetition**great: *Preparatory Book*, pages 95, 95, 95, 99.*We Grow Up*, pages 163, 164, 166, 170.noise: *Preparatory Book*, pages 95, 95, 95, 101.*We Grow Up*, pages 166, 170, 181, 200.pool: *Preparatory Book*, pages 95, 95, 95, 99.*We Grow Up*, pages 166, 166, 166, 167.wash: *Preparatory Book*, pages 95, 95, 101, 107.*We Grow Up*, pages 166, 169, 170, 231.

The children may follow the directions for the introductory exercise and for the co-ordinating exercise found on page 95.

When the work of the co-ordinating exercise has been completed the teacher may review the familiar phonogram and the initial letters, *gr, w, n, p, r, be, b, f, h*.

**Alternate preparatory activities**

The teacher may print the following directions on the blackboard:

Little animals are often afraid of the  
big animals.

Draw a picture of a great, big animal.

Cats are very clean animals. They wash  
themselves often.

Draw a picture of a cat that is washing herself after her supper.

Indians can walk very softly. They do not make any noise as they walk.

Draw a picture of an Indian walking through the woods.

It is great fun to swim in a swimming pool.

Draw a picture of the children who are swimming in a pool.

The teacher may print on the blackboard the groups of words found in the co-ordinating exercise on page 95 of the Preparatory Book. She may number the words consecutively. The teacher may pronounce one word in each group and the children may find the word on the blackboard and write its number on their papers.

Page 96

### *No New Words*

The children may follow the directions for the review exercise presented on this page. As the children work out the first review exercise the teacher may review the phonograms *all* and *ill*.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the review exercises found on page 96 of the Preparatory Book. The children may follow the directions for these exercises. Various children may go to the blackboard and indicate the correct answers. In connection with this work the teacher may review the familiar phonograms *all* and *ill*.

In connection with the second review exercise the teacher may if she prefers ask the children to write on their papers the small words which they find in the other words.

## B. "WE GROW UP," PAGES 159-170

When the children have completed the work of Preparatory Book pages 93-96, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 159-170 in *We Grow Up*.

**Page 159**

The children may read the title of the chapter and study the chapter picture carefully. The teacher should point out the various important parts of the Indian village. The children may use this picture as a reference and guide in the construction of an Indian village in the classroom.

**Pages 160-170**

The teacher and the children may recall their discussions about Indians. The teacher should tell the children something about the Indian feasts. She should point out that when the Indians attended feasts they wore their finest clothes. Many of the Indians wore bright-colored blankets as part of their costumes. The children may draw what they think might happen at an Indian feast. The teacher should lead them to suggest that there will be many kinds of fine food and dancing at the feast.

The teacher may tell the children that they are going to read a story about a little Indian girl who wanted to go to a feast.

It is recommended that the children read the entire story silently. However, if the teacher prefers the story may be divided at logical points. If the story is broken into parts, questions may be asked after the reading of each part and the children should be encouraged to attempt to guess the outcome of the story.

When the material has been read silently the children may retell the story in their own words. The teacher should not insist that the children use the exact words of the story. It is preferable that the children tell the story in their own words. The teacher should tactfully insist, however, that the story told by the children be logical and orderly. She may suggest that before the story is retold it may be advisable to reread the story in order to refresh the children's minds as to the



pertinent parts of the story. As the children reread the material and select the outstanding events of the story there should gradually develop a growing awareness of story structure.

The teacher may print on the blackboard the names of the subdivisions of the story. The children may read each name and recall what occurred in that part of the story. The teacher should encourage the children to reread the material if necessary, in order to refresh their minds as to the outstanding events. The children may then draw pictures to illustrate the outstanding events for each part of the story. The title of each part of the story may be pasted under the pictures which illustrate it.

### Enrichment activities

The children may make Indian costumes.

The children may look at samples or pictures of Indian blankets. They may make small Indian blankets, copying the designs with crayon on pieces of cloth or on paper. The children may have an Indian feast at which they wear their Indian costumes, dance Indian dances, and sing songs.

### Unit V — Part 2

#### A. PREPARATORY BOOK PAGES 97-100 (PREPARATION FOR PAGES 171-178 IN "WE GROW UP")

Page 97	<i>New Words</i>	<i>Familiar Elements, etc.</i>
	lodges	—
	near	(ear)
	soup	—
	warrior	—

#### Minimum repetition

lodges: *Preparatory Book*, page 97, 97, 97, 97.

*We Grow Up*, pages 172, 172, 184, 186.

near: *Preparatory Book*, pages 97, 97, 98, 101.

*We Grow Up*, pages 171, 175, 182, 194.

soup: *Preparatory Book*, pages 97, 97, 97, 99.

*We Grow Up*, pages 173, 174, 174, 174.

warrior: *Preparatory Book*, pages 97, 97, 97, 101.

*We Grow Up*, pages 172, 174, 174, 174.

As the children work out the exercises on pages 97-100 of the *Preparatory Book* they should continue their discussion of Indians. The teacher should stress in the discussion the Indian warriors, Indian homes of various kinds, such as the lodge, the wigwam, etc.

The children may follow the directions for the introductory exercise printed on page 97. The teacher may find it advisable to explain the meaning of the new word *warrior*.

The children may read the text of the co-ordinating exercise and follow the directions.

### Alternate preparatory activities

The teacher may present the new words in the discussion of Indians.

The teacher may then print the following directions on the blackboard:

Draw a picture of an Indian warrior.

Draw a picture of an Indian lodge.

Draw a picture of an Indian woman.

She is cooking soup in a big pot.

Draw a picture of an Indian girl. Show  
that she is near the lodge in which  
she lives.

The teacher may print on the blackboard the text of the co-ordinating exercise presented on page 97 of the *Preparatory Book*. She may change the first sentence to read: "Draw a picture of an Indian village."

Page 98

*New Words**Familiar Elements, etc.*

everywhere

(every) (where)

snapping

ing

war

—

**Minimum repetition**everywhere: *Preparatory Book*, pages 98, 98, 102, 107.*We Grow Up*, pages 172, 172, 180, 232.snapping: *Preparatory Book*, page 98, 98, 98, 98.*We Grow Up*, page 171, 171, 171, 171.war: *Preparatory Book*, pages 98, 98, 101, 107.*We Grow Up*, pages 171, 171, 172, 172.

The children may read the text and follow the directions for the introductory exercise presented on page 98. The children are familiar with the technique involved in this exercise but if the teacher feels it advisable, she may explain the technique again. During the work she should stress the importance of consulting reading materials in order to prove answers or verify conclusions.

The children may follow the directions for the co-ordinating exercise found on page 98. At this time the teacher may review the phonograms *ake* and *at*.

**Re-use of Preparatory Book page 98**

The children may reread the paragraphs of the introductory exercise on page 98. They may select paragraphs to illustrate. The pictures may be exhibited and the children may guess which paragraph is illustrated by each picture.

**Alternate preparatory activities**

The teacher may print on the blackboard the text of the introductory exercise found on page 98 of the *Preparatory Book*. The children may read the text silently, working out the

new words as they read. Various children may go to the blackboard and follow the directions.

When this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercise found on page 98. The children may read each sentence silently and select the word that correctly completes the sentence. During this work the teacher may review the phonograms *ake* and *at*.

#### Page 99

<i>New Words</i>	<i>Familiar Elements, etc.</i>
carried	ed
frightened	fr — ight — en — ed
pot	ot
splash	sh

#### Minimum repetition

carried: *Preparatory Book*, pages 99, 99, 107, 107.

*We Grow Up*, pages 177, 180, 186, 223.

frightened: *Preparatory Book*, pages 99, 99, 107, 107.

*We Grow Up*, pages 173, 173, 181, 183.

pot: *Preparatory Book*, pages 97, 97, 99, 99.

*We Grow Up*, pages 174, 174, 174, 175.

splash: *Preparatory Book*, page 99, 99, 99, 99.

*We Grow Up*, page 174, 174, 174, 174.

The children may read the text of the introductory exercise found on page 99 and follow the directions. The children are familiar with the type of technique involved in this exercise but if the teacher feels it advisable she may explain the technique again.

When this work has been completed the children may follow the directions for the co-ordinating exercise. During this work the teacher may, if she feels it advisable, review the familiar phonograms and initial consonants *p*, *s*, *st*, *c* (hard), *fr*.

### Re-use of Preparatory Book page 99

The children may reread the material of the introductory exercise on page 99 and draw pictures to illustrate the two stories.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 99 of the Preparatory Book. The children may read the material silently and select the paragraphs which tell the story about Mother. Various children may go to the blackboard and follow the directions.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 99 of the Preparatory Book. The children may read each sentence silently and select the word which correctly completes the sentence. Various children may go to the blackboard and indicate the correct completing words, or if the teacher prefers the children may write the correct completing words on their papers. During this work the teacher may review the familiar phonograms and initial consonants *p*, *s*, *st*, *c* (hard), *fr*.

### Page 100

#### *No New Words*

The children may follow the directions for the review exercise presented on page 100. During this work the teacher may present the phonograms *air* and *sp* and review the phonogram *ow* as in *cow*, *ow* as in *grow*, and a comparison of their sounds.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the review exercise presented on page 100 of the Preparatory Book. The children may read each sentence silently and select the word which correctly completes the sentence. During this work the teacher may present the phonograms *air* and *sp* and may review the phonogram *ow* as in *cow*, *ow* as in *grow*, and a comparison of their sounds.

## B. "WE GROW UP," PAGES 171-178

When the children have completed the work of Preparatory Book pages 97-100, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 171-178 in *We Grow Up*.

**Pages 171-178**

The children should discuss the kind turtle that helped little Ugly Face in the preceding story. The teacher may tell the children that they are to read another story about a turtle and some Indians. She may tell them what a snapping turtle is.

It is recommended that the children read the entire story although the teacher may, if she wishes, divide the story at logical points.

The children should read the story silently in order to find out what happens in the story and in order to enjoy the humorous turn of events. The teacher should require no detailed analytical work and should encourage the children to enjoy the humor. If it is convenient, the teacher should encourage a highly informal atmosphere during the silent reading. The children may read at any comfortable place in the room, such as the library table or at their chairs.

When the material has been read silently the children should discuss the story and find the funniest parts of the story.

The teacher may ask the following questions, suggesting that the children may reread the story in order to find the answers or justify their answers.

1. Why did Big Snapping Turtle dislike the Indians?
2. What did Big Snapping Turtle decide to do?
3. Who saw the turtle first?
4. What did the Indian warriors do when they heard about the turtle?
5. Why didn't the war last very long?
6. Which turtle was left behind?
7. What did Big Snapping Turtle say to the warriors when he was in the pot of hot water?



8. What did the warriors decide to do next?
9. Was Big Snapping Turtle really afraid of the water?
10. Tell what happens in the rest of the story.

### Unit V — Part 3

A. PREPARATORY BOOK PAGES 101-103 (PREPARATION FOR PAGES 179-188 IN "WE GROW UP")

Page 101	<i>New Words</i>	<i>Familiar Elements, etc.</i>
	brothers	br — th — er
	hunt	un
	hunters	un — er
	hunting	un — ing
	neck	—

#### Minimum repetition

brothers: *Preparatory Book*, page 101, 101, 101, 101.

*We Grow Up*, pages 179, 180, 180, 184.

hunt: *Preparatory Book*, pages 101, 101, 102, 107.

*We Grow Up*, pages 180, 182, 184, 188.

hunters: *Preparatory Book*, page 101, 101, 101, 101.

*We Grow Up*, pages 179, 179, 184, 186.

hunting: *Preparatory Book*, pages 101, 101, 101, 106.

*We Grow Up*, pages 179, 187, 238, 242.

neck: *Preparatory Book*, page 101, 101, 101, 101.

*We Grow Up*, pages 180, 182, 183, 206.

The children may read the text of the introductory exercise on page 101, working out the new words from the context and the pictures.

The children may follow the directions for the co-ordinating exercise on page 101.



### Alternate preparatory activities

The teacher may print the follow directions on the blackboard:

Indians used to hunt for their food.  
The Indian men liked to go h'unting.  
Indian hunters were very clever.

Draw two Indian hunters.  
Draw some animals.

Draw some Indian children.  
Draw two Indian sisters.  
Draw two Indian brothers.

A deer has long legs. He has a long neck, too.

Draw a picture of the deer.

The teacher may print on the blackboard the groups of words found in the co-ordinating exercise presented on page 101 of the Preparatory Book. The teacher may number the words in each group. The teacher may read aloud one word in each group. The children may find the word and write its number on their papers.

Page 102

<i>New Words</i>	<i>Familiar Elements, etc.</i>
Gruff	—
Huff	—
mountains	—
Puff	—
Scratch	at — ch

### Minimum repetition

Gruff: *Preparatory Book*, page 102, 102, 102, 102.

*We Grow Up*, pages 182, 182, 182, 184.

Huff: *Preparatory Book*, page 102, 102, 102, 102.

*We Grow Up*, pages 182, 182, 182, 184,

mountains: *Preparatory Book*, pages 102, 102, 102, 107.

*We Grow Up*, pages 184, 186, 198, 198.

Puff: *Preparatory Book*, page 102, 102, 102, 102.

*We Grow Up*, pages 182, 182, 182, 184.

Scratch: *Preparatory Book*, page 102, 102, 102, 102.

*We Grow Up*, page 180, 180, 180, 180.

The children may read the text of the introductory exercise presented on page 102. They may work out the new words as they read. The teacher may find it advisable to tell the children the names *Scratch*, *Gruff*, *Huff* and *Puff*.

The children may read and follow the directions for the co-ordinating exercise.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 102 of the *Preparatory Book*. She may modify the directions so that they will instruct the children to draw the pictures. The children may read the material, working out the new words as they read. The teacher may find it advisable to tell the children the names *Scratch*, *Gruff*, *Huff* and *Puff*.

The teacher may print on the blackboard the three sentences presented in the co-ordinating exercise on page 102. The children may read each sentence silently and draw pictures to illustrate the sentences.

## Page 103

## New Words

## Familiar Elements, etc.

family	y
front	fr
I'll	—
nearly	(near) y
teach	ch (each)

## Minimum repetition

family: *Preparatory Book*, page 103, 103, 103, 103.

*We Grow Up*, pages 188, 188, 211, 235.

front: *Preparatory Book*, pages 103, 103, 107, 111.

*We Grow Up*, pages 187, 190, 200, 207.

I'll: *Preparatory Book*, pages 103, 103, 103, 107.

*We Grow Up*, pages 185, 189, 205, 205.

nearly: *Preparatory Book*, pages 103, 103, 103, 107.

*We Grow Up*, pages 187, 199, 210, 222.

teach: *Preparatory Book*, pages 103, 103, 103, 107.

*We Grow Up*, pages 188, 213, 213, 214.

The children may read the text of the introductory exercise and follow the directions.

## Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 103 of the *Preparatory Book*. The children may read the text silently working out the new words as they read. The children may follow the directions.

## B. "WE GROW UP," PAGES 179-188

When the children have completed the work of *Preparatory Book* pages 100-103, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 179-188 in *We Grow Up*.

**Pages 179-188**

The children and the teacher may recall the discussion of Indian hunters. The children may summarize quickly what they learned about Indians. The teacher may then tell the children that they are going to read a story about a little Indian girl whose brothers were hunters.

It is recommended that the children read the entire story silently, but the teacher may if she wishes divide the story into parts at logical points.

The children should read the material silently and should then discuss the story.

The teacher may ask the following questions:

1. Why was the little girl called Bright Eyes?
2. Why did Bright Eyes have to stay at home while her four brothers went out hunting?
3. What was Bright Eyes doing when she heard the bear?
4. How did Bright Eyes hide?
5. What did Bright Eyes do with Scratch?
6. What were the names of the four bears?
7. Tell what happened when the four bears came to the hill.
8. Which one of the bears was Bright Eyes' friend?
9. What did Tiny suggest that the bears could do instead of eating the four brothers?
10. Why did Bright Eyes object to the plan?
11. Tell what happened after Huff, Gruff, Puff and Tiny went back to the brothers' lodge

**Enrichment activities**

The children may continue the story of Bright Eyes and the four bears. They may tell of the adventures that Bright Eyes and the bears and her four brothers might have had.

The children may discuss what secrets of the woods the bears might have taught the brothers.

### Unit V — Part 4

#### A. PREPARATORY BOOK PAGES 104–107 (PREPARATION FOR PAGES 189–196 IN “WE GROW UP”)

Page 104	<i>New Words</i>	<i>Familiar Elements, etc.</i>
	bank	an
	bottom	ot
	clay	cl — ay
	jar	ar
	smooth	—

#### Minimum repetition

bank: *Preparatory Book*, page 104, 104, 104, 104.

*We Grow Up*, pages 189, 189, 193, 196.

bottom: *Preparatory Book*, pages 104, 104, 107, 107.

*We Grow Up*, pages 190, 195, 196, 241.

clay: *Preparatory Book*, page 104, 104, 104, 104.

*We Grow Up*, pages 189, 189, 189, 190.

jar: *Preparatory Book*, page 104, 104, 104, 104.

*We Grow Up*, page 189, 189, 189, 189.

smooth: *Preparatory Book*, page 104, 104, 104, 104.

*We Grow Up*, pages 190, 190, 190, 191.

The children may read the text of the introductory exercise presented on page 104, and may work out the new words from the context and the pictures.

When this work has been completed the children may follow the directions for the co-ordinating exercise.

#### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 104 of the *Preparatory Book*. She may modify the directions so that the children will draw

the required pictures. The children may read the text and follow the directions, working out the new words from the context.

When this work has been completed the teacher may print on the blackboard the sentences presented in the co-ordinating exercise on page 104 of the Preparatory Book. The children may read each sentence silently and draw pictures to illustrate the sentences.

Page 105

*New Words*

*Familiar Elements, etc.*

edge

—

grew

gr — ew

mix

—

thin

(in)

wet

et

### Minimum repetition

edge: *Preparatory Book*, pages 105, 105, 105, 107.

*We Grow Up*, pages 191, 191, 193, 196.

grew: *Preparatory Book*, pages 105, 105, 107, 120.

*We Grow Up*, pages 191, 191, 191, 216.

mix: *Preparatory Book*, pages 105, 105, 106, 106.

*We Grow Up*, page 193, 193, 193 193.

thin: *Preparatory Book*, pages 105, 105, 107, 107.

*We Grow Up*, page 191, 191, 191, 191.

wet: *Preparatory Book*, pages 105, 105, 106, 106.

*We Grow Up*, pages 190, 190, 191, 195.

The children may read the text of the introductory exercise, working out the new words from the context. The teacher should stress during this work the value of using context clues in working out new words.

The children may follow the directions for the co-ordinating exercise on this page. In con-

nection with this work the teacher may if she feels it advisable review the familiar initial consonants *d, p, w, r, b*.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page 105 of the Preparatory Book. The children may read the material of the exercise, working out the new words from the context clues. If the teacher prefers, she may number the sentences from which the children choose the defining sentence. The children may select the correct defining sentences and write the numbers on their papers.

When this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercise found on page 105. The children may read each sentence and select the correct completing word. Various children may go to the blackboard and indicate the correct completing word.

Page 106

*New Words*

*Familiar Elements, etc.*

bakes

ake

burning

ing

orange

(or)

paint

ain

### Minimum repetition

bakes: *Preparatory Book*, pages 106, 106, 106, 107.

*We Grow Up*, pages 194, 194, 196, 196.

burning: *Preparatory Book*, pages 106, 106, 106, 107.

*We Grow Up*, pages 194, 195, 212, 219.

orange: *Preparatory Book*, pages 106, 106, 107, 107.

*We Grow Up*, pages 193, 193, 193, 195.

paint: *Preparatory Book*, page 106, 106, 106, 106.

*We Grow Up*, page 193, 193, 193, 193.



The children may follow the directions for the introductory exercise presented on page 106. They may work out the new words from the context clues and from the pictures.

The children may follow the directions for the co-ordinating exercise found on this page.

### Alternate preparatory activities

The teacher may print the follow directions on the blackboard:

Mother wants some bread for supper.

Mother will bake the bread.

Draw a picture of Mother.

Show the bread that she will bake.

Two children are sitting in the living room. A fire is burning in the fireplace. The children are sitting near the fire. They are eating apples and oranges. They like fruits.

Draw a picture for this story.

The farmer has a white barn. He wants to paint the barn red.

Draw a red barn for the farmer.

The children may read the text and follow the directions.

### Page 107

#### *No New Words*

Page 107 constitutes a vocabulary test which tests the child's mastery of the vocabulary appearing in Unit V of *We Grow Up*.

The technique involved in the exercise is familiar to the children but the teacher may, if she feels it advisable, describe the technique again.

No re-use is suggested for this page since the teacher will probably wish an objective record of each child's progress in mastery of vocabulary.

### Alternate preparatory activities

The teacher may print on the blackboard the groups of words presented in the vocabulary test on page 107 of the Preparatory Book. The teacher may number the words in each group. The children may read the words silently and find the two identical words. The children may write the numbers of these words on their papers. In this way the teacher will have an objective record of each child's mastery of vocabulary.

### B. "WE GROW UP," PAGES 189-196

When the children have completed the work of Preparatory Book pages 104-107, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 189-196 of *We Grow Up*.

### Pages 189-196

When the children have read the material in *We Grow Up*, the teacher may administer the comprehension test based on Unit 5 and found on page 108 of the Preparatory Book.

The teacher may discuss Indian pottery and if possible should have a sample of Indian pottery to show the children. The teacher may lead the children to tell of bowls and other objects that they have made with clay. Each child should tell clearly and logically the steps involved in making the clay objects which he has made.

Since the material of this story is informational in character, the teacher should suggest that the children read the material carefully in order to find out exactly how the Indian water jar was made.

When the children have read the material silently they may tell in their own words the steps

in the making of the Indian water jar. The teacher should encourage the children to express their ideas in their own words, but she should be tactfully insistent that the steps involved be presented in their correct order.

The children may discuss the ways in which they may make clay bowls. The teacher should of course, if it is at all possible, provide clay so that the children may follow the suggestions on pages 195-196.

### BOOKS FOR THE LIBRARY TABLE

#### Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Brock.	<i>One Little Indian Boy.</i>	Knopf.
Butler.	<i>Two Little Navajos Dip Their Sheep.</i>	Grosset.
Deming.	<i>Little Eagle.</i>	Laidlaw.
Hogner.	<i>Navajo Winter Nights.</i>	Nelson.
La Rue.	<i>Little Indians.</i>	Macmillan.
Morcomb.	<i>Red Feather Stories.</i>	Lyons & Carnahan.

#### Other books to read

Coblentz.	<i>The Blue and Silver Necklace.</i>	Little.
Dearborn.	<i>How the Indians Lived.</i>	Ginn.
Deming.	<i>Indians in Winter Camp.</i>	Laidlaw.
Deming.	<i>Little Indian Folk.</i>	Stokes.
Deming.	<i>Red People of the Wooded Country.</i>	Whitman.
Dixon.	<i>Injun Babies.</i>	Putnam.
Keelor.	<i>Little Fox.</i>	Macmillan.
Purnell.	<i>The Merry Frogs.</i>	Holt
Scacheri.	<i>Indians Today.</i>	Harcourt.
Snedden.	<i>Docas, the Indian Boy of Santa Clara.</i>	Heath.

**Poems to be read to the children**

"Indian Children," by Wynne, from *Sung under the Silver Umbrella* (Macmillan).

"Indian Lullaby," from *Ring-A-Round* by Harrington (Macmillan).

"Indian Pipe and Moccasin Flower," by Guiterman, from *Sung under the Silver Umbrella*  
(Macmillan).

"Hiawatha's Childhood," from *Ring-A-Round* by Harrington (Macmillan).

**Recommended films**

Hopi Indians.

Erpi Classroom Films, Inc.

Navajo Children.

Erpi Classroom Films, Inc.

Navajo Indians.

Erpi Classroom Films, Inc.

The Little Indian Weaver.

Pathe Educational Films.

## Chapter VII

### DAILY LESSON PLANS FOR UNIT VI—"AROUND OUR COUNTRY"

#### Topic

The stories in this unit are representative of several areas in North America. The localities included are the mountains of the West and the Southwest, the region surrounding the Bay of Fundy, the middle western wheat growing area, and the northwestern sheep raising section.

The stories serve to introduce the children to parts of their country which may be unfamiliar to them in topography and characteristics. The stories also serve to emphasize the interest that is common to children, no matter in what community they live.

The materials of this unit comprise pages 197-243 of *We Grow Up* and pages 109-128 of the Preparatory Book. The sequence of lessons is as follows:

*Preparatory Book* pages 109-114 (or alternate preparatory activities)

*We Grow Up* pages 197-214

*Preparatory Book*, pages 115-119 (or alternate preparatory activities)

*We Grow Up* pages 215-224

*Preparatory Book* pages 120-123 (or alternate preparatory activities)

*We Grow Up* pages 225-233

*Preparatory Book* pages 124-127 (or alternate preparatory activities)

*We Grow Up* pages 234-243

*Preparatory Book* page 128 comprises a comprehension test based on the stories in Unit VI of *We Grow Up*.

#### Related activities

The materials of this unit will naturally and logically arouse the children's curiosity about the people who live in other localities. The materials will serve to increase interest in those things that are characteristic of one's own community as well as those which are characteristic of other communities. The children will be interested in developing a story which describes

their own region, which would bring out points of interest for children living in other localities and which the pupils may compare with the description in the Reader.

The children should become acquainted with maps and should learn a little about how to read and use maps. They should gain some acquaintance with the conventional symbolism of maps.

Pictures of the regions which form the settings of the various stories may be collected for a bulletin board display.

If there are costumes characteristic of the region, these costumes may be studied and copied. This study of costumes should bring out the fact that clothing bears a definite relationship to climate and to work. Thus, the rubber coat, the rubber boots and the warm mittens worn by the fishermen of the Bay of Fundy region are dictated by necessity, and would be quite inappropriate if worn by the threshers of the West.

If there is a sand table in the schoolroom, the teacher may find it advisable to suggest to the children that they create topographies and communities similar to those in the various stories.

Mural and group pictures may be made to illustrate the various communities studied in the Reader. The possibilities for work in the social studies are almost unlimited. Many additional suggestions are given in the lesson plans. During the work of the unit the teacher should stress the interdependence and the interrelationship of the people. She may point out that the radio and the automobile have brought the people of distant communities more closely together.

### *Unit VI — Part 1*

#### A. PREPARATORY BOOK PAGES 109-114 (PREPARATION FOR PAGES 197-214 IN "WE GROW UP")

Page 109

*New Words*

*Familiar Elements, etc.*

cents

en

Johnny

y

Mary

y

mule

—

teacher

ch — er (each)

### Minimum repetition

cents: *Preparatory Book*, pages 109, 109, 109, 112.

*We Grow Up*, page 201, 201, 201, 201.

Johnny: *Preparatory Book*, page 109, 109, 109, 109.

*We Grow Up*, pages 198, 199, 199, 199.

Mary: *Preparatory Book*, page 109, 109, 109, 109.

*We Grow Up*, pages 200, 200, 200, 202.

mule: *Preparatory Book*, page 109, 109, 109, 109.

*We Grow Up*, pages 198, 201, 201, 201.

teacher: *Preparatory Book*, pages 109, 109, 112, 127.

*We Grow Up*, pages 200, 200, 203, 206.

The children may read the text of the introductory exercise presented on page 109. The teacher may find it advisable to tell the children the names *Johnny* and *Mary*. She may also discuss the characteristics of the mule and tell how it differs from a horse. She should stress the mule's ability to do very hard work and pull heavy loads, the fact that it requires less care and food than does a horse, its tendency to be stubborn (the word *balk* may be introduced in this discussion), its surefootedness on mountain roads, etc.

When the children have completed the work of the introductory exercise they may follow the directions for the co-ordinating exercise.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Mary is a name for a girl.

Johnny is a name for a boy.

Draw a picture of a boy and a girl.

The girl's name is Mary.

The boy's name is Johnny.



Write the children's names on the picture.

Mary and Johnny go to school. They like their teacher.

Draw a picture of their teacher.

Farmers sometimes use a mule instead of a horse.

A mule looks a little like a horse.

Do you know what a mule is?

Draw a picture of a mule.

Mary and Johnny bought some candy.

They said, "How much is the candy?"

The man at the store said, "It is two cents."

Mary and Johnny gave the man two cents.

Draw a picture of Mary and Johnny.

Show that they are buying some candy.

The children may read the text and the directions and draw pictures in accordance with the directions.

The teacher may print the following groups of words on the blackboard:

Johnny

Mary

Indian

mule

penguin

many

penguin

duck

turtle

bird

captain

mule

pony

duck

put

cents

cellar

city

The teacher may read aloud one word in each group. The children may find the word and write it on their papers, or if the teacher prefers she may number the words in each group. The children may then find the word which the teacher has pronounced and write its number on their papers.

Page 110

<i>New Words</i>	<i>Familiar Elements, etc.</i>
feel	ee
hours	—
late	(later)
nine	(fine)
sell	ell

#### Minimum repetition

feel: *Preparatory Book*, pages 110, 110, 111, 127.

*We Grow Up*, pages 204, 208, 213, 222.

hours: *Preparatory Book*, pages 110, 110, 110, 127.

*We Grow Up*, pages 202, 204, 222, 235.

late: *Preparatory Book*, pages 110, 110, 113, 127.

*We Grow Up*, pages 199, 199, 199, 200.

nine: *Preparatory Book*, pages 110, 110, 110, 112.

*We Grow Up*, pages 199, 199, 199, 235.

sell: *Preparatory Book*, pages 110, 110, 110, 112.

*We Grow Up*, pages 201, 201, 202, 204.

The children may read the text of the introductory exercise, working out the new words from the context.

When this work has been completed the children may follow the directions for the co-ordinating exercise.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 110 of the Preparatory Book. The children may read the text silently, working out the new words from the context.

When this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercise presented on page 110. She may omit the direction: *Look at the picture*. The children may guess the kind of store the old man had.

The children may read each sentence and select the correct answer or completing word.

When this work has been completed the children may reread the text of the introductory exercise and draw a picture to illustrate the story.

Page 111	<i>New Words</i>	<i>Familiar Elements, etc.</i>
	balked	ed
	balker	er
	balking	ing
	maybe	(may) (be)
	moves	—

### Minimum repetition

balked: *Preparatory Book*, page 111, 111, 111, 111.

*We Grow Up*, pages 202, 202, 204, 208.

balker: *Preparatory Book*, page 111, 111, 111, 111.

*We Grow Up*, pages 202, 204, 204, 204.

balking: *Preparatory Book*, page 111, 111, 111, 111.

*We Grow Up*, pages 207, 210, 210, 210.

maybe: *Preparatory Book*, pages 111, 111, 111, 127.

*We Grow Up*, page 204, 204, 204, 204.

moves: *Preparatory Book*, page 111, 111, 111, 111.

*We Grow Up*, pages 205, 205, 206, 206.

The children may follow the directions for the introductory exercise. During this work the teacher should stress the value of working out the new words from the context.

When this work has been completed the children may follow the directions for the co-ordinating exercise.

### **Re-use of preparatory Book page 111**

The children may reread the sentences of the introductory exercise. They may select sentences to illustrate. The pictures may be exhibited and the children may find the sentence and its synonymous sentence illustrated by each picture.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the introductory exercise presented on page 111. If the teacher wishes she may number each group of sentences from which the child is to select the synonymous sentence. The children may read each sentence and select the synonymous sentence. They may write the number of the synonymous sentence on their papers.

During this work the teacher should stress the value of using context clues in working out new words.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 111 in the *Preparatory Book*. The children may read each sentence and select the correct completing word.

When this work has been completed the children may select sentences in the introductory exercise to illustrate. The pictures may be exhibited and the children may find the sentence and its synonymous sentence which has been illustrated by each picture.

Page 112

*New Words**Familiar Elements, etc.*

clap

cl

Matthey

y

Nancy-Belle

an — y — ell

pat

at

step

st

**Minimum repetition**clap: *Preparatory Book*, page 112, 112, 112, 112.*We Grow Up*, pages 206, 206, 206, 209.Matthey: *Preparatory Book*, page 112, 112, 112, 112.*We Grow Up*, pages 204, 204, 204, 205.Nancy-Belle: *Preparatory Book*, pages 112, 112, 112, 117.*We Grow Up*, pages 205, 205, 206, 206.pat: *Preparatory Book*, pages 112, 112, 112, 113.*We Grow Up*, page 206, 206, 206, 206.step: *Preparatory Book*, page 112, 112, 112, 112.*We Grow Up*, pages 205, 208, 208, 208.

The children may read the text of the introductory exercise. The teacher will probably find it advisable to tell the children the names *Matthey* and *Nancy-Belle*.

When this work has been completed the children may follow the directions for the co-ordinating exercise. If the teacher finds it advisable she may review at this time the familiar phonograms and initial consonants *s, m, st, n, t, c* (hard and soft), *p*, and *pl*.

**Alternate preparatory activities**

The teacher may print on the blackboard the text of the introductory exercise printed on page 112 of the *Preparatory Book*. The teacher may modify the directions so that the children

will draw pictures to illustrate the text. The teacher may find it advisable to tell the children the proper names Matthey and Nancy-Belle.

When this work has been completed the teacher may print on the blackboard the groups of words presented in the co-ordinating exercise on page 112 of the Preparatory Book. The teacher may find or draw simple pictures to illustrate one word in each group. The children may read the groups of words silently and select the word which correctly identifies the picture. If the teacher prefers, she may omit the pictures and number the words in each group. She may then read aloud one word in each group. The children may find the word and write its number on their papers.

The teacher may, if she finds it advisable, review the familiar consonants and phonograms *s, m, n, t, c* (hard and soft), *p, pl* and *st*.

**Page 113**

*New Words*

*Familiar Elements, etc.*

ahead

(a) (head)

boards

—

clip-clop

cl

nothing

ing

smack

(back)

**Minimum repetition**

ahead: *Preparatory Book*, pages 113, 113, 113, 127.

*We Grow Up*, pages 209, 214, 228, 241.

boards: *Preparatory Book*, pages 113, 113, 113, 114.

*We Grow Up*, pages 207, 207, 207, 208.

clip-clop: *Preparatory Book*, pages 113, 113, 113, 119.

*We Grow Up*, pages 209, 209, 209, 210.

nothing: *Preparatory Book*, pages 113, 113, 121, 127.

*We Grow Up*, pages 211, 216, 218, 222.

smack: *Preparatory Book*, pages 113, 113, 119, 119.

*We Grow Up*, pages 207, 207, 207, 228.

The children may read the text of the introductory exercise and follow the directions, and work out the new words from the context clues.

When this work has been completed the children may follow the directions for the co-ordinating exercise.

### Re-use of Preparatory Book page 113

The children may reread the material of the introductory exercise. They may select one group of sentences to illustrate. The pictures may be exhibited and the children may guess which sentence has been illustrated by each picture.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 113 of the *Preparatory Book*. The children may read each group of sentences and select the word which correctly completes each sentence. They may work out the new words from the context clues.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 113 of the *Preparatory Book*. The children may read the material silently and follow the directions. Various children may go to the blackboard and mark the words in accordance with the directions.

### Page 114

#### *New Words*

happier  
pies  
plow

#### *Familiar Elements, etc.*

er (happy)  
(lies)  
pl — ow



### Minimum repetition

happier: *Preparatory Book*, pages 114, 114, 114, 118.

*We Grow Up*, pages 213, 217, 221, 223.

pies: *Preparatory Book*, page 114, 114, 114, 114.

*We Grow Up*, pages 225, 225, 231, 231.

plow: *Preparatory Book*, page 114, 114, 114, 114.

*We Grow Up*, pages 213, 213, 214, 214.

The children may read the text of the introductory exercise on page 114. They may work out the new words from the context but the teacher should assist any child who has difficulty with a word.

When this work has been completed the children may read the text of the co-ordinating exercise found on page 114.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 114. She may modify the directions so that the children may draw pictures to illustrate the text. The children may read the material silently, working out the new words from the context.

When this work has been completed the teacher may print on the blackboard the text of the co-ordinating exercise found on page 114 of the *Preparatory Book*. She may omit the directions. The children may read the text silently and draw pictures to illustrate the story.

### B. "WE GROW UP," PAGES 197-214

When the children have completed the work of *Preparatory Book* pages 109-114, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 197-214 of *We Grow Up*.

### Page 197

The children should examine the picture on page 197 and read the title of the chapter. They may discuss the picture and the chapter title. The children may discuss the sand-table map which is being made in the picture. They may plan to make a similar map if they wish to.

### Pages 198-214

Before the children read the story they should be reminded of their discussion about mules. The teacher may tell the children that they are about to read a story about a balker. The teacher might ask the children what they think could be done with a balking mule.

The children will be able to read the material of these pages without difficulty, since all vocabulary including the root words and their specific variants have already been introduced and reviewed in the Preparatory Book prior to the reading of the pages. The teacher may, however, if she feels it advisable, divide the story into parts, making the divisions at logical points.

The children should read the material silently and should then discuss it. During the discussion the teacher should ask the children to decide in what locality the story is laid.

As the children discuss the story they may compare the countryside portrayed with their own locality.

The teacher may, if she feels it advisable, ask the following questions:

1. Describe the village.
2. Where did Johnny live?
3. What made Johnny late for school one day?
4. How did the children try to make the mule start?
5. How did Johnny finally get the mule home?
6. What did Johnny's mother and father say about the mule?
7. Why did the teacher spend the night at Johnny's house?
8. How did Father teach the mule to plow?
9. Look at the pictures for this story and find out all you can about the part of the country in which Johnny lived.

### Enrichment activities

The children may draw pictures to illustrate the part of the country described in the story.  
The children may dramatize the story or if they prefer may make a puppet play.

### Unit VI — Part 2

#### A. PREPARATORY BOOK PAGES 115–119 (PREPARATION FOR PAGES 215–224 IN “WE GROW UP”)

Page 115	<i>New Words</i>	<i>Familiar Elements, etc.</i>
	bay	ay
	cove	—
	fishermen	sh — er — en (fish) (men)
	Fundy	(Fun) y
	herring	ing

#### Minimum repetition

bay: *Preparatory Book*, page 115, 115, 115, 115.

*We Grow Up*, pages 215, 215, 215, 216.

cove: *Preparatory Book*, pages 115, 115, 116, 116.

*We Grow Up*, pages 219, 219, 219, 221.

fishermen: *Preparatory Book*, page 115, 115, 115, 115.

*We Grow Up*, pages 217, 217, 218, 218.

Fundy: *Preparatory Book*, page 115, 115, 115, 115.

*We Grow Up*, pages 215, 215, 216, 222.

herring: *Preparatory Book*, page 115, 115, 115, 115.

*We Grow Up*, page 219, 219, 219, 219.

The children may read the text of the introductory exercise presented on page 115 of the *Preparatory Book*. The children will probably have little difficulty with the new word *Fundy*,

since they are familiar with the initial consonant *f* and the phonogram *un*. However, if the child has difficulty with this proper name, the teacher should tell him the word promptly. The teacher may also find it advisable to tell the children the word *herring* and explain its meaning.

### Alternate preparatory activities

The teacher may tell the children something about the Bay of Fundy and its location. During the discussion she should of course use the words *bay* and *Fundy*.

When the teacher has discussed the Bay of Fundy and has if possible shown pictures of it, the following directions may be printed on the blackboard:

Draw a picture of a bay.

Draw a picture of the Bay of Fundy.

The Bay of Fundy is a good place in which to catch fish. Many fishermen come to the Bay of Fundy to fish.

Draw a picture of the fishermen in their boats on the Bay of Fundy.

Sometimes the fishermen fish for herring. Then the fishermen use burning sticks in their boats. The herring come toward the burning sticks and soon the cove is filled with herring.

Draw a picture of the fishermen as they fish for herring.

The children may read the text and follow the directions. The teacher may find it advisable to tell the children the words *cove* and *herring* and explain their meaning.

## Page 116

*New Words**Familiar Elements, etc.*

codfish

(fish)

fisherman

(fishermen)

lobster

st — er

wharf

wh

## Minimum repetition

codfish: *Preparatory Book*, page 116, 116, 116, 116.*We Grow Up*, pages 218, 218, 218, 221.fisherman: *Preparatory Book*, page 116, 116, 116, 116.*We Grow Up*, page 216, 216, 216, 216.lobster: *Preparatory Book*, page 116, 116, 116, 116.*We Grow Up*, pages 216, 216, 216, 217.wharf: *Preparatory Book*, page 116, 116, 116, 116.*We Grow Up*, pages 217, 218, 218, 221.

The children may read the text and follow the directions of the introductory exercise found on page 116. If the children are unable to work out the new words *lobster* and *codfish* from the picture clues, the teacher will find it advisable to tell the children the new words and their meaning.

When this work has been completed the children may follow the instructions for the co-ordinating exercise. Ample discussion should accompany the work of this page. If the discussion accompanies the introduction of the new words rich in meaning the exercises will offer no difficulty. It is vitally important, however, that the children understand the meaning of the new words.

**Alternate preparatory activities**

The discussions mentioned above are very important for children who do not have *Preparatory Books*. Ample time and effort should be put forth in the development of the meaning of these new words. After the discussion the teacher may print the following text on the blackboard:

Many fish are good to eat. The codfish  
is one kind of fish. The herring is  
another kind of fish.

Codfish are large. Herring are not so large as codfish.

Which are fish?

hammock  
herring  
codfish

A lobster is a fish. A lobster does  
not look like a herring or a codfish.  
A lobster has a hard shell.

When you eat a lobster you do not eat  
the shell.

What does a lobster have?

fish  
heavy shoes  
a hard shell

When the fisherman comes home he leaves  
his boat at the wharf. The boat is tied  
to the wharf with a rope. If it were not  
tied to the wharf it would ride away on the water.

Why is the boat tied to the wharf?

to make it go away  
to make it stay at the wharf

The children may read the text silently and follow the directions.

When this work is completed the teacher may print on the blackboard the pairs of words presented in the co-ordinating exercise on page 115 of the Preparatory Book. The children may read each word silently and draw a picture to illustrate it. If the teacher prefers, she may incorporate these words in sentences which the children may read silently and illustrate.

**Page 117**

*New Words*

*Familiar Elements, etc.*

drive

—

pile

(while)

suddenly

en — y

upon

(up) (on)

**Minimum repetition**

drive: *Preparatory Book*, page 117, 117, 117, 117.

*We Grow Up*, pages 217, 217, 219, 219.

pile: *Preparatory Book*, page 117, 117, 117, 117.

*We Grow Up*, pages 218, 218, 218, 229.

suddenly: *Preparatory Book*, page 117, 117, 117, 117.

*We Grow Up*, pages 222, 223, 229, 232.

upon: *Preparatory Book*, page 117, 117, 117, 117.

*We Grow Up*, pages 222, 222, 224, 241.

The children may read the text of the introductory exercise and follow the directions.

When this work has been completed the children may follow the directions for the co-ordinating exercise.

**Alternate preparatory activities**

The teacher may print on the blackboard the text of the introductory exercise and the text of the co-ordinating exercise found on page 117 of the Preparatory Book. The children may



read the text of the introductory exercise, working out the new words from the context. Various children may go to the blackboard and follow the directions. When this work has been completed, the children may follow the directions for the co-ordinating exercise. Various children may go to the blackboard and mark the words in accordance with the directions.

Page 118

<i>New Words</i>	<i>Familiar Elements, etc.</i>
mittens	it — en
rubber	er
scales	—
Zeb	—

Minimum repetition

mittens: *Preparatory Book*, pages 118, 118, 118, 119.

*We Grow Up*, pages 220, 220, 222, 224.

rubber: *Preparatory Book*, pages 118, 118, 118, 121.

*We Grow Up*, pages 216, 218, 218, 220.

scales: *Preparatory Book*, pages 118, 118, 118, 119.

*We Grow Up*, pages 218, 221, 223, 223.

Zeb: *Preparatory Book*, pages 118, 118, 118, 119.

*We Grow Up*, pages 215, 215, 215, 215.

The children may follow the directions for the introductory exercise presented on page 118. The teacher may find it advisable to tell the children the word *Zeb*.

When the work of the introductory exercise has been completed the children may read the text of the co-ordinating exercise and follow the directions.

### Alternate preparatory activities

The teacher may print the following text on the blackboard:

Zeb is a little boy. He lives near the Bay of Fundy. Zeb and his father are fishermen.

They wear long, black rubber coats. They wear white mittens. They wear rubber boots, too.

Sometimes at the end of the day's work their coats and boots are covered with fish scales.

Draw a picture of Zeb and his father. In the picture show that Zeb has just caught a codfish.

The children may read the material silently, working out the new words as they read. The teacher may find it advisable to tell the children the new word *Zeb*.

When the children have read the material silently they may draw pictures in accordance with the directions.

Page 119

### *No New Words*

The children may follow the directions for the review exercises found on page 119. During this work the teacher may, if she feels it advisable, review the familiar phonograms and initial consonants *m*, *cl*, *st*, *s*, *sh*, hard *c*. She may present the phonograms *op* and *ack*.

### Alternate Preparatory Activities

The teacher may print on the blackboard the text of the review exercises found on page 119 of the Preparatory Book.

The children may read each sentence in the first review exercise and select the word that correctly completes the sentence. The children may either write these words on their papers or if the teacher prefers various children may go to the blackboard and indicate the correct completing words.

The children may read each sentence in the remaining review exercise and select the word which correctly completes each sentence. The teacher may present the phonograms *op* and *ack*.

#### B. "WE GROW UP," PAGES 215-224

When the children have completed the work of Preparatory Book pages 115-119, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 215-224 in *We Grow Up*.

#### Pages 215-224

Teacher: Today we are going to read a story about another part of the world. In our last story we read about a little boy who lived in the mountains in the South. Now we were going to read about a little boy who lives in the North. This little boy lives near the Bay of Fundy.

Read the story to find out about the life of this little boy. The story begins on page 215 and it ends at the bottom of page 224.

This story will tell you about lobster fishing, driving herring into the cove, and fishing for codfish.

Before the children read the story the teacher may continue the discussion about fishermen. She may explain to the children that lobsters are caught in "lobster pots" which are not really pots at all but more nearly resemble crates with a network of ropes at one end through which the lobster can swim into the pot, attracted by the piece of fish or other bait which is in place there. The teacher may explain that herring are usually caught in nets; codfish are usually caught with a line or with many short lines fastened to a large line. Such an arrangement of lines is called a trawl. It is neither important nor necessary that the children memorize

the information which the teacher gives them. The purpose of this information is to give the children a general background for the story.

The children may read the material silently and discuss the story. The material may be reread to find the answers to the following questions:

1. What was Zeb going to be when he grew up?
2. Why couldn't he go lobster fishing when he was a little boy?
3. Why wouldn't the fishermen take Zeb out with them?
4. What did the men sometimes let Zeb do to help them?
5. Describe a herring drive.
6. Why couldn't Zeb go out in the boat during the herring drive?
7. Tell what Zeb did the first morning that he was to go fishing with his father.
8. Why was it difficult for Zeb to walk as fast as Father did?
9. Describe what happened during the fog.
10. Do you think a fisherman's life is an easy one?

Find the sentences in the story which prove that your answer is the correct one.

### Unit VI — Part 3

A. PREPARATORY BOOK PAGES 120-123 (PREPARATION FOR PAGES 225-233 IN "WE GROW UP")

Page 120

*New Words*

*Familiar Elements, etc.*

harvest

ar — st

ranch

an — ch

thresh

sh

threshers

sh — er

wheat

wh (eat)

Minimum repetition

harvest: *Preparatory Book*, pages 120, 120, 120, 120.

*We Grow Up*, pages 226, 226, 226, 233.

ranch: *Preparatory Book*, pages 120, 120, 121, 123.

*We Grow Up*, pages 230, 230, 230, 234.

thresh: *Preparatory Book*, pages 120, 120, 122, 122.

*We Grow Up*, pages 226, 226, 226, 226.

threshers: *Preparatory Book*, page 120, 120, 120, 120.

*We Grow Up*, pages 225, 225, 226, 226.

wheat: *Preparatory Book*, page 120, 120, 120, 120.

*We Grow Up*, page 226, 226, 226, 226.

During the work presented in the exercises on pages 120–123 the teacher should exhibit pictures of wheat farming and wheat areas. She should explain to the children the chief processes involved in the growing and harvesting of wheat and the part played by machinery in these processes.

The teacher may show the children the location on the map of the outstanding wheat growing areas of the United States.

The children may read the text of the introductory exercise on page 120. While this material offers little mechanical difficulty, care should be taken that the context is fully understood by the children. The teacher may find it advisable to ask the children to reread the material of the introductory exercise aloud and discuss the text.

When the teacher is sure that the children understand the context involved in the introductory exercise the children may follow the directions for the co-ordinating exercise.

### **Re-use of Preparatory Book page 120**

The children may reread the introductory exercise presented on page 120 and draw pictures to illustrate the story. The text of the story may be cut from the page and pasted under the picture.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the introductory exercise presented on page 120 of the *Preparatory Book*. The children may read the material silently, working out the new vocabulary. While this exercise offers little mechanical difficulty, care should be taken

that the context is fully understood by the children. The teacher may find it advisable to ask the children to read the material orally and discuss it.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 120. When the teacher is sure that the children understand the concepts presented in the introductory exercise the children may read and follow the directions for the co-ordinating exercise. Various children may go to the blackboard and mark the sentences in accordance with the directions.

When this work has been completed the children may reread the material of the introductory exercise and draw pictures to illustrate the text.

Page 121	<i>New Words</i>	<i>Familiar Elements, etc.</i>
	ladder	er
	Prince	—
	Rover	er
	Tommy	y
	windmill	ill (wind)

### Minimum repetition

ladder: *Preparatory Book*, pages 121, 122, 127, 127.

*We Grow Up*, pages 227, 227, 227, 229.

Prince: *Preparatory Book*, page 121, 121, 121, 121.

*We Grow Up*, pages 227, 227, 227, 228.

Rover: *Preparatory Book*, page 121, 121, 121, 121.

*We Grow Up*, pages 228, 230, 230, 230.

Tommy: *Preparatory Book*, page 121, 121, 121, 121.

*We Grow Up*, pages 225, 225, 226, 226.

windmill: *Preparatory Book*, pages 121, 121, 122, 123.

*We Grow Up*, page 227, 227, 227, 227.

The children may read the text and follow the directions of the introductory exercise. The teacher may explain the purpose and function of a windmill. She may also find it advisable to tell the children the names *Prince*, *Rover* and *Tommy*.

The children may read the text and follow the directions for the co-ordinating exercise on page 121.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Tommy is a boy. He lives on a ranch.

Tommy has a horse. The horse's name is Prince.

Tommy has a dog, too. The dog's name is Rover.

Prince and Rover live in the barn. There is a windmill near the barn. The windmill pumps the water for the farm animals.

Draw a picture of the farmyard. Show the barn. Show the windmill.

Draw a ladder against the barn so that Tommy can climb up the ladder to the second story.

Show Prince and Rover in the barnyard. Show that Tommy, Prince and Rover are friends.



The children may read the text and follow the directions. The teacher should stress the fact that the children must portray in their pictures everything that the directions require. She may suggest that the children reread the text and the directions, so that they may be sure that they understand exactly what they are to do.

Page 122

<i>New Words</i>	<i>Familiar Elements, etc.</i>
cowboy	(cow) (boy)
straw	st — aw
turn	—

#### Minimum repetition

cowboy: *Preparatory Book*, page 122, 122, 122, 122.

*We Grow Up*, pages 230, 232, 233, 233.

straw: *Preparatory Book*, pages 122, 122, 122, 123.

*We Grow Up*, pages 228, 228, 229, 229.

turn: *Preparatory Book*, pages 122, 122, 122, 123.

*We Grow Up*, pages 230, 230, 236, 237.

The children may follow the directions for the introductory exercise as presented on page 122. They may work out the new words from the context and from the pictures.

When this work has been completed the children may follow the directions for the co-ordinating exercise. In connection with this work the teacher may review the familiar initial consonants and phonograms *st, c, w, p, l, t, r*.

#### Alternate preparatory activities

The teacher and the children should discuss life on a ranch. During the discussion the teacher should frequently use the words *straw, cowboy, threshing machine*, etc.

After the discussion the teacher may print the following directions on the blackboard:

One day Tommy had great fun. There was a big pile of straw in the barnyard. Tommy went sliding down the straw. He liked to go sliding.

Draw a picture of Tommy sliding down the straw pile.

Turn your papers over. On the other side of your paper draw a picture of a cowboy. Show the cowboy riding his horse.

The children may read the text and follow the directions.

The teacher may print on the blackboard the groups of words found in the co-ordinating exercise on page 122 of the Preparatory Book. She may number the words in each group. The teacher may read aloud one word in each group. The children may find the word and write its number on their papers.

Page 123

### *No New Words*

The children may follow the directions for the review exercises presented on page 123. During the work of this page the teacher may review the phonogram *cl* and present the phonograms *in* and *ine* and compare their sounds.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the review exercises found on page 123 of the Preparatory Book. The children may read each sentence and select the correct completing words.

During this work the teacher may review the phonogram *cl* and introduce the phonograms *in* and *ine* and compare their sound.

## B. "WE GROW UP," PAGES 225-233

When the children have completed the work of Preparatory Book pages 120-123, or the corresponding alternate preparatory activities, they are prepared in the necessary vocabulary and reading skills to read pages 225-233 in *We Grow Up*.

## Pages 225-233

The children may discuss the stories that they have already read in *We Grow Up*. They may tell about the localities represented and compare these localities with their own community.

The teacher may tell the children that they are going to read a story about a boy who lived on a wheat ranch in the Southwest. She may lead the children to guess what will be discussed in the story.

The story may be read in its entirety during the reading period or the teacher may, if she wishes, divide the story at logical points.

The children may read the material silently and discuss the story. During the discussion the teacher should not only stress the story itself, but should lead the children to describe the characteristics of the countryside in which the story is laid.

The teacher may ask the following questions:

1. There were many things that Grandmother had to do at harvest time even though she had nothing to do with the threshing of the wheat. What things did Grandmother have to do at harvest time?

2. When the wheat was harvested, Grandfather would sell it. What would he do with the money that he received?

3. Tell how the wheat was threshed.

4. What would happen to the wheat after Grandfather sold it?

5. For what things do we use flour?

6. Describe the part of the country in which Tommy lived.

## Unit VI — Part 4

A. PREPARATORY BOOK PAGES 124–127 (PREPARATION FOR PAGES 234–243 IN “WE GROW UP”)

Page 124

*New Words**Familiar Elements, etc.*

follow

ow

Lewis

—

shear

sh (ear)

sheep

sh — ee

wool

—

## Minimum repetition

follow: *Preparatory Book*, pages 124, 124, 125, 127.*We Grow Up*, pages 236, 239, 239, 241.Lewis: *Preparatory Book*, page 124, 124, 124, 124.*We Grow Up*, page 234, 234, 234, 234.shear: *Preparatory Book*, page 124, 124, 124, 124.*We Grow Up*, pages 235, 235, 236, 236.sheep: *Preparatory Book*, page 124, 124, 124, 124.*We Grow Up*, page 234, 234, 234, 234.wool: *Preparatory Book*, page 124, 124, 124, 124.*We Grow Up*, pages 235, 235, 237, 239.

The children may follow the directions for the introductory exercise. They may work out the new words from the context and pictures.

The children may read the text and follow the directions for the co-ordinating exercise presented on page 124.

### Alternate preparatory activities

The teacher may print the following text and directions on the blackboard:

Every spring on the ranch all the sheep  
must have their wool cut off. The men  
on the ranch shear the sheep in the  
spring.

The sheep are following each other into  
the barn to have their heavy wool sheared.

Draw a picture of the sheep as they go  
into the barn.

The children may read the text and follow the directions. They may work out the new words from the context.

When this work has been completed the teacher may discuss how sheep are cared for on the sheep ranches, how the wool is sheared and how it is prepared for marketing.

Page 125

*New Words*

*Familiar Elements, etc.*

blizzard

bl

herder

er

Pablo

—

tired

ed

### Minimum repetition

blizzard: *Preparatory Book*, page 125, 125, 125, 125.

*We Grow Up*, pages 237, 238, 239, 239.

herder: *Preparatory Book*, page 125, 125, 125, 125.

*We Grow Up*, pages 236, 237, 239, 239.

Pablo: *Preparatory Book*, pages 125, 125, 125, 127.

*We Grow Up*, pages 239, 240, 241, 243.

tired: *Preparatory Book*, page 125, 125, 125, 125.

*We Grow Up*, pages 239, 239, 239, 241.

The teacher should give the children additional information about sheep and sheep ranches. The discussion should include some information about making cloth from wool.

The children may read the text of the introductory exercise and follow the directions. They may work out the new words from the context, although the teacher will probably find it advisable to tell the children the new word *Pablo*.

The children may follow the directions for the co-ordinating exercise on page 125. In connection with this work the teacher may review the phonograms and initial consonants *t*, *r*, *h*, *er*, *b*, and *sh*.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 125 of the *Preparatory Book*. The children may read the text of the introductory exercise, working out the new words from the context. The teacher may find it advisable to tell the children the new word *Pablo*. Various children may go to the blackboard and follow the directions.

Page 126

### *No New Words*

The children may follow the directions for the review exercise presented on this page. In connection with this work the teacher may introduce the phonograms *oo* as in *room* and in *wool*, and *bl*. The teacher may review the phonogram *sh*.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the review exercise found on page 126 of the *Preparatory Book*. The children may read each sentence and select the word that correctly completes the sentence. Various children may go to the blackboard and may indicate the correct completing words.

In connection with this work the teacher may present the phonograms *oo* as in *room* and as in *wool*, and *bl*. The teacher may also review the familiar phonogram *sh*.

Page 127 constitutes a vocabulary test which tests the child's mastery of the vocabulary appearing in Unit VI of *We Grow Up*.

The children are familiar with the technique involved in the exercise but the teacher may explain the technique again if she feels it advisable.

No re-use of this page is suggested, since the teacher will probably wish an objective record of each child's mastery of vocabulary.

### Alternate preparatory activities

The teacher may print on the blackboard the groups of words found on page 127 of the Preparatory Book. She may number the words in each group. The children may read the groups of words and find the two identical words in each group. They may write the numbers of these words on their papers. In this way the teacher will have an objective record of each child's mastery of the vocabulary required for successful reading of pages 234-243 in *We Grow Up*.

### B. "WE GROW UP," PAGES 234-243

When the children have completed the work of Preparatory Book pages 124-127, or the corresponding alternate preparatory activities, they are prepared in the necessary vocabulary and reading skills to read pages 234-243 of *We Grow Up*.

When the children have read the material in *We Grow Up*, the teacher may administer the comprehension test based on Unit VI and found on page 128 of the Preparatory Book.

### Pages 234-243

The children may suggest things they would like to learn about if they could visit a sheep ranch. The teacher may list these items on the blackboard. She may then suggest that they turn to page 234 and read the story that begins on this page to find out about a sheep ranch. She may



suggest that as they read they discover how many of the things which they have listed are described and explained in the story.

The children may read the story either in its entirety or in parts, according to the teacher's wishes. If the teacher wishes to divide the story into parts, she can break the story at logical points.

When the material has been read silently the children may consult the list of items on the blackboard and discuss those which were explained and described in the story. The children should attempt to obtain information about any items that were not discussed in the story.

The teacher may ask the following questions:

1. How many of your questions were answered in the story?
2. Find the part of the story that answers each question and read it aloud.
3. What job did Lewis have when he first began to help his father?
4. What did Lewis have to learn to do next?
5. Describe what Lewis and Pablo did when the blizzard struck.
6. Why did Lewis and Pablo have to save the sheep?
7. Why couldn't Lewis and Pablo make the sheep return to the ranch immediately?
8. Describe the country in which Lewis lived. Before you describe the countryside it may be advisable for you to look at the pictures in this story again.

### **Enrichment activities**

The children may make a bulletin board display of pictures relating to sheep ranches.

The children may make a moving picture of the story.

The teacher may obtain a sample of the unprocessed wool for the children's inspection.

The children may find out how wool is treated before it is ready to be woven into cloth.

The children may reread the stories of this unit and select the stories which they like best. They may prepare to read the story aloud and discuss why they prefer it.

When the children have reread the material of this unit they may discuss the various parts of

the country which are represented in the unit. They may then talk about localities which are not represented in the unit and find out about these parts of the country.

### BOOKS FOR THE LIBRARY TABLE

#### Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Fogler and Nicol.	<i>Rusty Pete of the Lazy Ab.</i>	Macmillan.
Pitkin.	<i>Maple Sugar Time.</i>	Daye.
Read.	<i>A Story About Boats.</i>	Scribner.
Smith.	<i>A Summer by the Sea.</i>	American Book.
Tousey.	<i>Cowboy Tommy.</i>	Doubleday.

#### Other books to read

Bacon.	<i>Turkey Tale.</i>	Oxford.
Bennett.	<i>Skookum and Sandy.</i>	Doubleday.
Credle.	<i>Across the Cotton Patch.</i>	Nelson.
	<i>Down, Down the Mountain.</i>	
Dalgliesh.	<i>Roundabout.</i>	Macmillan.
de Angeli.	<i>Petite Suzanne.</i>	Doubleday.
Hader.	<i>Billy Butter.</i>	Macmillan.
Holberg.	<i>Mitty and Mr. Syrup.</i>	Doubleday.
Phillips.	<i>Gay Madelon.</i>	Houghton.
	<i>Marty Comes to Town.</i>	
Peet.	<i>Captain Teddy and Sailor Chips.</i>	Loring & Mussey.
Reely.	<i>Blue Mittens.</i>	Hale & Co.
Sayers.	<i>Bluebonnets for Lucinda.</i>	Viking.
Stong.	<i>Honk, the Moose.</i>	Dodd.
Tousey.	<i>Cowboy Tommy's Roundup.</i>	Doubleday.
	<i>Steamboat Billy.</i>	

**Poems to be read to the children**

- "A Journey," from *Ring-A-Round* by Harrington (Macmillan).  
 "A Letter is a Gypsy Elf," by Wynne, from *Sung under the Silver Umbrella* (Macmillan).  
 "Called Away," by Le Gallienne, from *Sung under the Silver Umbrella* (Macmillan).  
 "Foreign Lands," by Stevenson, from *Sung under the Silver Umbrella* (Macmillan).  
 "Ships," by Turner, from *Sung under the Silver Umbrella* (Macmillan).  
 "The Sea Shell," from *Ring-A-Round* by Harrington (Macmillan).  
 "Where Go the Boats?" by Stevenson, from *Sung under the Silver Umbrella* (Macmillan).

**Suitable games**

Bancroft.

- Games* (Fishermen).  
*Games* (Have You Seen My Sheep?).  
*Games* (Run, Sheep, Run!).  
*Games* (The Duck Dance).  
*Games* (Who Goes Round My Stone Wall?).

Macmillan

**Recommended films**

- |                                      |                            |
|--------------------------------------|----------------------------|
| A Boat Ride.                         | Erpi Classroom Films, Inc. |
| Birds of the Seacoast.               | Eastman Classroom Films.   |
| Cattle.                              | Eastman Classroom Films.   |
| New England Fishers. Parts I and II. | Eastman Classroom Films.   |
| Sheep Range.                         | Eastman Classroom Films.   |
| Wheat.                               | Eastman Classroom Films.   |
| Woolen Goods.                        | Eastman Classroom Films.   |

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Gates, Arthur Irving, 1890-.

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